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ABSTRACT

Described in depth is an educational program for multiply handicapped children aged 3 to 8 years as it is now operating and a model program which explains what a school district, county or other agency can do to develop and install a program for multiply handicapped children. Program description includes information on philosophy of program operation, statement of operational goals (which include professional decision making, staffing, specialists and consultants, and information exchange), diagnostic classroom, educational goals (which include socialization, daily living skills, motor development, perceptual abilities, and language development), profile scales, numerous practical guidelines for the teacher in a variety of learning experiences, program planning, use of media with handicapped children, materials and equipment, facilities, and organizational procedures. A majority of children in the program were diagnosed as products of a pregnancy complicated by maternal rubella. The program is thought to be generally successful. Description of program model consists of three sections on total educational program, personnel for implementing program, and contexts in which program is operated. (CB)

ED 065951

AN EDUCATIONAL PROGRAM
FOR MULTI-HANDICAP

EC 042 680

EAST SAN GABRIEL VALLEY SCHOOL FOR MULTI-HANDI
OFFICE OF LOS ANGELES COUNTY SUPERINTENDENT

CATIONAL PROGRAM
FOR MULTI-HANDICAPPED CHILDREN

EAST SAN GABRIEL VALLEY SCHOOL FOR MULTI-HANDICAPPED CHILDREN
OFFICE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

AN EDUCATIONAL PROGRAM FOR MULTI-HANDICAPPED CHILDREN

BY
THE PROJECT STAFF
EAST SAN GABRIEL VALLEY SCHOOL

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FIRST EDITION

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VISITORS
IF A VISITOR COMES
INTO YOUR ROOM, PLEASE
ASK IF HE HAS REGISTERED
IN THE OFFICE. IF NOT, PLEASE
REQUEST THAT HE DO SO,
AND IF HE HAS NOT SEEN THE
FACILITY DEBBIE, DIANE WILL
TAKE HIM AROUND
LOVE

LOVE

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Many thanks,

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TABLE OF CONTENTS

INTRODUCTION 1

PART I: THE EDUCATIONAL PROGRAM

Philosophy of Program Operation 5

Statement of Goals 7

The Diagnostic Classroom 9

Educational Goals, Performance Objectives, Profile Scales

Contents 21
Introduction 23
Goals and Objectives 24
Profile Scales 26
Profile Grids 38

Learning Experiences, Teaching Suggestions

Contents 45

Program Planning 77

Use of Media With Handicapped Children

Contents 95

Materials and Equipment 119

Equipment for General Use 119
Equipment for Special Purposes 126
Equipment for Playground 130

Materials and Equipment (continued)

    Educational Toy Equipment 131
    Music and Rhythm Materials 132
    Instructional Materials 133

Facilities 135

Organizational Procedures 137

    The Children and the School Day 137
    Personnel 138
    Staff Roster 139
    Administrative Chart 140
    TAP--The Interrelating Roles of Teacher, Aide, Parent 143
    Assessment of TAP Performances 144

        TAP 147
        Teacher 149
        Aide 152
        Parent 155

    Assessment of Administrator and Staff Specialists 157

        Administrator 159
        Medical Consultants 164
        Specialists 167

    The Inservice Program 171

        Workshop 171
        The On-Going Program 185

    Budget-Finance 191
    Dissemination 193
    Evaluation 195

PART II: THE MODEL

Introduction 199

The Model Design 201

Component I: The School Program 202

Component II: Personnel 217

Component III: Context 219

Evaluation 225

Flow Chart for Planning an Educational Program 229

INTRODUCTION

The Educational Program and Management Model described in these pages represent the combined efforts, during the past four and one-half years, of numerous dedicated and energetic people. It all began in the East San Gabriel Valley with the directors of special education. In some of their monthly meetings, concern was expressed about the implications for one to three year old Rubella children when they turned six. Encouragement from an active Rubella Parents Association, and the advent of federally funded ESEA Title VI grants to provide programs for handicapped children set the stage.

With suggestions from the directors of special education for the East San Gabriel Valley Cooperative, and a subcommittee including representatives of County and State categorical programs, the final draft of a proposal was prepared by Dr. Harold L. Heywood, Director of Pupil Personnel Services for the Azusa Unified School District. Extremely sound guidelines for the initiation and perpetuity of the program were provided in this first proposal. Federal, State and local monies were all utilized in the operation of the program.

The project was on its way with the provision of funds by Title VI for a two-month workshop during the Summer of 1968. Approximately thirty experts from the singly handicapped fields, using the children being considered for placement in the multi-handicapped program, demonstrated techniques and discussed with the staff and parents implications for the multi-handicapped. The staff observed, applied, and modified many of the techniques learned during the summer, and decided positively how each child was to be programmed at the beginning of the educational phase. By the end of the summer workshop, all potential multi-handicapped children known to agencies within the East San Gabriel Valley had been contacted, and those who would start in the program had been identified.

Enrollment in the school from 1968-1971 fluctuated between 23 and 26 three to eight year old children. Requirements for admission were that a child must be between ages three to eight, and must have at least two handicaps, one of which was physical--visual or aural impairment, physical disability, or any combination of the three. The secondary handicap might be emotional or developmental. The combination must have been of such a nature that any other placement would have been inappropriate.

Sixty-eight percent of the children were diagnosed as products of a pregnancy complicated by maternal rubella during the first trimester of gestation. Three children had an unknown etiology, but were suspected of being products of maternal rubella, while the remaining children had multi-precongenital abnormalities of various origin. All of the children in the program were either visually and/or aurally handicapped. They were placed in classrooms according to their primary needs, and on the strengths and interests of the teacher involved.

With the passing of recent legislation to include Deaf-Blind and Other Multi-Handicapped children, admission requirements were changed to meet the new standards. No previous children were excluded, but children who are classified as Deaf-Blind, and all children having more than one handicap and not qualifying for an existing categorical program are now considered. Age range has been extended to include three to twelve year olds. Current enrollment is 32 children, served by eight teachers and eight instructional aides. Ten high school students are assisting as volunteer aides, and a number of parents help in the program.

Generalizations regarding student characteristics applicable to the total multi-handicapped population necessarily requires considerable caution. Nevertheless, the following comments are indicative of most of the children in the program.

> Upon entering our program, most avoided contact with people. They were content to be involved with self-stimulation activities. When attempts to enter their world were made, they manifested behavior designed to keep people at a distance.
>
> With few exceptions our children were not toilet trained, were tactile-defensive and had poor, and in some cases, non-existent mobility skills. They also, unanimously avoided many foods, especially those which required chewing, and they were lacking in appropriate and meaningful symbolic communication skills.

Since September of 1968, a total of sixteen children have been transferred to other programs. Of these, twelve children were located in categorical programs for the deaf or visually impaired; one child, transferred to the Headstart Program, completed regular kindergarten; and one hearing-impaired child was placed in a program for educable mentally retarded children.

The impetus for extensive program and model development came from an Educational Audit Team in April, 1970. Two additional proposals resulted. In 1970-1971, at the request of the Azusa Unified School District, operation of the school and the project was transferred to the Office of the Los Angeles County Superintendent of Schools, Division of Special Education.

Constructing a model at this stage of program development posed a unique turn-around situation. Models are ordinarily generated first with implementation following. In this case, the model had to be extracted from an already existing program. The problem was to capture on paper that particular quality which was its characteristic. The structure could be shown with no great difficulty but time; it was the spirit that was elusive. How does the written word convey the message of the teachers' love for children and sensitivity to their development; the staff members continual interchange of questions, problems, and solutions; and the camaraderie of all involved that infuses the entire setting?

The current program reflects the impact of model development. As elements of the on-going program were defined, critiqued, and checked against what should be happening, a feedback loop was automatically activated. Gaps were uncovered which had to be filled.

Thus, such components as sequenced achievements and an evaluation system for measuring child progress, systematic program planning techniques, and role definition of staff members, needed for a complete model, had to be developed. As a result of constant statements of "what is" and feedback to "what should be," personnel have grown in their perceptions, abilities, and directional purpose. The program has been improved and amplified. It appears to be working successfully in this setting, but most likely will need some modification and adaptation to meet the requirements for other situations.

The composite of this work is presented in two parts:

Part I, The Educational Program, as it is now operating, and

Part II, The Model, setting forth what could be done by a school district, county or other agency to develop and to install a program for multi-handicapped children.

PART I

THE EDUCATIONAL PROGRAM

PHILOSOPHY OF PROGRAM OPERATION

Philosophy is that particular quality of action which pervades all facets of any given endeavor. It is the moving spirit between and among people as they go about their daily activities. It is that part of operating an educational program that is difficult to capture on paper. It is that ingredient in staff relationships, in the teaching-learning experience which has its final reward in the progress made by the children in the program. It requires one to know something of the deep-down thoughts and feelings of oneself that make him do what he does.

Openness among all persons involved in the program is a desirable goal which leads to a stronger educational program for children. In an atmosphere of openness, each member can share success and failure experiences, or feelings of accomplishment or inadequacy, without the usual judgement of value being placed on these shared communications. Shared feelings tend to draw people into a closer and more meaningful working relationship, while strong bottled-in feelings tend to build barriers and build distance between them.

When guesswork is taken out of what is happening, making decisions and "knowing" how to function with staff and children is so much easier. When a person can accept the notion that expressions of concern, joy, despair, discouragement, or whatever are just that, and are not being weighed or valued, they tend to be more willing to share these feelings. Communication is strengthened as one becomes more comfortable with openness. Communication tends to break down if one does not become comfortable with openness.

Inherent in this philosophy is a responsibility to represent one's own ideas, concepts, and feelings about the program. With this type of interchange, all share in moving the program toward achieving desired goals.

The following statement of program goals reflects, in more detail, the philosophy of operating this program for multi-handicapped children.

STATEMENT OF GOALS

The primary purpose of the East San Gabriel Valley School for Multi-Handicapped Children is to provide a multi-sensory program for three to twelve year old multi-handicapped children, aimed toward preparation for placement in existing singly handicapped programs, or other public school programs within the school's attendance boundaries.

To achieve this purpose, five major operational goals are defined, as follows:

Decision-Making. To establish a policy of shared decision-making by all professional staff in those matters concerned with development and operation of the program.

Educational Program. To effect positive behavioral changes in multi-handicapped children in five major goal areas: Socialization, Daily Living Skills, Motor Development, Perceptual Abilities, and Language Development.

Staffing. To create a climate in which open communication and freedom of action can take place between all participants--administrator, teachers, aides, parents--in order to enhance the teaching-learning process.

Teachers. To encourage give and take discussion, interchange of ideas, and try-out of new ideas based on observation of child development behaviors.

Parent Participation: To provide opportunity for close liason between teachers and parents, and between school and home by requesting that mothers assist in the program one day a week, if possible.

Student Aide Participation: To provide opportunity for high school students in the Azusa Unified School District's high school program, L.O.V.E. (Learning Opportunities for Vocational Experience), to work with teachers and children in the multi-handicapped program.

Specialists and Consultants to the Program. To obtain services from specialists and consultants who, through diagnostic procedures and/or interpretation of diagnoses, give direction and support to the staff in developing individualized educational programs for each child.

Information Exchange. To share staff experiences with others in order to further program development for the multi-handicapped; to gather and analyze data for evaluation of program effectiveness; and to interchange pertinent information with other schools and agencies at the local, state, and national levels.

THE DIAGNOSTIC CLASSROOM

The purpose of the diagnostic class is to make a systematic in-depth assessment of the child in terms of educational, medical, and psychological needs; and to assist the parent in understanding the goals and objectives of the educational program and their relationship to the growth of his child. Such an assessment is requisite to the preparation of an educational program designed to meet the specific needs of an individual child.

Prior to the establishment of the diagnostic classroom, teachers could not spend sufficient time on assessing an individual child and working with the parents to gain an understanding of the child and his needs without ignoring the needs of the other children in their classes.

Specific objectives of the diagnostic classroom are:

1. To gather and prepare baseline data.
2. To coordinate the findings of the various consultants with the educational evaluation.
3. To summarize and present the findings of the entire diagnostic team to the staff for recommendation of educational placement and program.
4. To recommend to the Admissions and Dismissal Committee the staff decision for educational placement of the child.
5. To assist the child, the parents, and the teacher to integrate the child into the educational program.

Prior to coming before the Admissions and Dismissal Committee, the child and parent will visit the school and meet with the principal, nurse, psychologist, and the assessment teacher. At this time initial impressions of appropriateness of placement are made. As a permanent member of the Admissions and Dismissal Committee, the assessment teacher assists with the determination of placement for the child. After the child is accepted into the program, the secretary gathers all available medical, psychological, and educational data in a master file. The assessment teacher summarizes the data and arranges it categorically in the diagnostic file.

The consultants and support personnel associated with the diagnostic classroom are: the medical staff, consisting of an opthalmologist, an E.N.T., a pediatrician, and an orthopedist; a psychologist, a physical therapist, an audiologist, a speech therapist, a media specialist, a music therapist, an orientation and mobility specialist; the principal and the assessment teacher. Each has a specific role in the assessment process.

During the first week of school the parent is asked to remain at school with the child, to work with the staff in gaining a preliminary understanding of the child, and to gain familiarity with the procedures of the school and diagnostic staff. The teacher observes the child in the classroom setting and gets to know the child and parent. A Pre-school Attainment Record (PAR) is completed, along with parent information forms. Meetings for the coming month are scheduled and arrangements for the parent to be present for specific meetings of inservice and discussion with consultants are made. A medical summary is completed from the master file by the teacher. The speech therapist, music therapist, psychologist, and audiologist observe the child for initial impressions. The parent meets with the principal, nurse, and audiologist for individual consultations. The parent begins her inservice with the audiological tapes.

During the second week the teacher does an evaluation on the profile scale for baseline information and the media specialist tapes the initial picture, and the baseline data. The speech therapist sees the child individually; the psychologist does initial testing and meets with the parent; the nurse submits a medical summary; the audiologist sees the child individually; the mother has inservice on motor development and meets with the physical therapist.

The Goals and Objectives Profile Scale is completed during the third week and the assessment teacher begins to evaluate the child's strengths and weaknesses for educational purposes. The child's most successful modes of exploration and learning, estimations of learning times, attention span, and materials are determined. Using appropriate rating scales, the child's orientation and mobility skills and academic skills are evaluated. The parent has inservice on language development and meets with the speech therapist. Arrangements are made for additional meetings with consultants to meet unseen individual needs of the parent or child.

During the fourth week, consultants submit reports from their evaluation to the assessment teacher or meet with the parent or child again to secure additional information if needed. The child begins to visit other classes that are potential placements during the week for specific lessons and observations by other staff members. Estimations of time still needed to complete the file and to set the date for staffing are made.

During the fifth and sixth weeks, the profile evaluation and educational evaluation are completed; outstanding reports are secured from consultants and the file is prepared for presentation.

At the diagnostic staffing all staff members, including available consultants, are present. The assessment teacher presents the medical, physical therapy, and audiological summaries. The nurse supplements the medical data; the psychologist, speech, and music therapists give their reports. The assessment teacher summarizes the educational data. The entire staff then examines the data and recommends to the Admissions and Dismissal Committee one of the following options for child placement: placement with a particular teacher and class in the school, holding the child in the diagnostic class for further diagnosis or availability of placement, or return to the District of Residence for more appropriate placement.

When the child is placed in a class at the school, the new teacher and the assessment teacher confer about particular needs of the child, and assist the child and the parent in the change from the diagnostic to the assigned class.

The Admissions and Dismissal Committee. This committee determines eligibility for OMH placement, or denies placement and recommends alternate possibilities to the District of Residence.

Members necessary to hold a committee are the school principal, school psychologist, nurse, and assessment teacher. The committee is supplemented by administrators of categorical programs for the physically handicapped and a District of Residence Special Education representative for the child being considered. The committee makes the initial decision to place the child in the M-H School on a trial basis. Following the diagnostic classroom period, the committee re-evaluates the child's placement status. Two additional teachers assist in the process by talking with members of the A&D comittee, and by caring for the child while committee members discuss the situation with the parents.

When the committee receives recommendations from the school staff about placement of a child, its function is to determine from all available evidence which kind of placement will be most suitable. The decision is made whether to change the child's status from trial to permanent placement in this school, or to return him to the District of Residence with suggested alternatives.

SAMPLE FORMS*

EAST SAN GABRIEL VALLEY COOPERATIVE
SCHOOL FOR MULTI-HANDICAPPED CHILDREN
OFFICE OF LOS ANGELES COUNTY
SUPERINTENDENT OF SCHOOLS

STUDENT NAME ____________________ B.D. __________

PARENT NAME ____________________ NATURAL -- FOSTER

ADDRESS ____________________ PHONE ________

SIBLINGS AND AGES ____________________________

____

SCHOOL DISTRICT ________________ ADMISSION ____

SOCIAL WORKER ________________ PHONE ________

ADMITTING HANDICAPS:

VISION: ______________________________

HEARING: ______________________________

ORTHOPEDIC: ___________________________

OTHER: _______________________________

COMMENTS:

MULTI-HAND
ME

NAME ____________

DIAGNOSIS:

ETIOLOGY:

G & D HISTOR (inc
natal)

HEARING:

VISION:

OTHER HANDICAPS:

Surgical:

Medical:

Orthopedic:

Neurological:

Needed Medical Inf

Major Problem:

---

*These examples are condensed in size. They are standard 8-1/2 x 11" pages. most of the items listed to allow for recording data.

SAMPLE FORMS*

L VALLEY COOPERATIVE
-HANDICAPPED CHILDREN
S ANGELES COUNTY
DENT OF SCHOOLS

________ B.D. ________

________ NATURAL -- FOSTER

________ PHONE ________

____

____

________ ADMISSION ____

________ PHONE ________

____

____

____

____

MULTI-HANDICAPPED SCHOOL, AZUSA
MEDICAL HISTORY

NAME ________________ B.D. ________ SEX ______

DIAGNOSIS:

ETIOLOGY:

G & D HISTORY (including labor, delivery, post natal)

- -

HEARING:

VISION:

OTHER HANDICAPS:

Surgical:

Medical:

Orthopedic:

Neurological:

- -

Needed Medical Information:

- -

Major Problem:

e condensed in size. They are standard 8-1/2 x 11" pages. Space should be allowed between
listed to allow for recording data.

CONFIDENTIAL REPORT

RE: Child's Name
DR. Opthalmologist
DATE:

DESCRIPTION OF VISUAL CONDITIONS:

IMPRESSIONS RE: EDUCATION

DIAGNOST

NURSE
_______ ditto summary
_______ request forms

PSYCHOLOGIST
_______ initial observat
_______ initial testing

MEDICAL
_______ opthalmologist,
_______ opthalmologist,
_______ orthopedic, see
_______ orthopedic, subm

PHYSICAL THERAPIST
_______ observation
_______ submit report

SPEECH THERAPIST
_______ observe in class
_______ see alone, test

AUDIOLOGIST
_______ request for test
_______ observe in room

MUSIC THERAPIST
_______ observe child

MEDIA SPECIALIST
_______ initial picture
_______ baseline tape

PRINCIPAL

DIAGNOSTIC TEACHER
_______ medical summary
_______ PAR
_______ parent forms

CHILD'S NAME __________
STAFFING DATE _______ W

REPORT

IONS:

DIAGNOSTIC CHECKLIST

NURSE
_______ ditto summary
_______ request forms
_______ meet with parents
_______ request needed information

PSYCHOLOGIST
_______ initial observation
_______ initial testing
_______ PAR evaluation
_______ meet with parent
_______ submit report

MEDICAL
_______ opthalmologist, see child
_______ opthalmologist, report
_______ orthopedic, see child
_______ orthopedic, submit report
_____ ENT, see child
_____ ENT, report
_____ Pediatrician, child
_____ " see parent
_____ " report

PHYSICAL THERAPIST
_______ observation
_______ submit report
_______ mother, in-service
_______ meet with parent

SPEECH THERAPIST
_______ observe in class
_______ see alone, test
_______ submit report
_______ mother, in-service
_______ meet with parent

AUDIOLOGIST
_______ request for test
_______ observe in room
_______ submit report
_______ mother, in-service
_______ meet with parent

MUSIC THERAPIST
_______ observe child
_______ submit report

MEDIA SPECIALIST
_______ initial picture
_______ baseline tape
_______ review tapes
_______ summary baseline

PRINCIPAL
_______ parent interview

DIAGNOSTIC TEACHER
_______ medical summary
_______ PAR
_______ parent forms
_______ profile scale
_______ profile summary
_______ educational summary

CHILD'S NAME ______________________________

STAFFING DATE _______ WEEKS IN PROGRAM 1 2 3 4 5 6

NAME ____________ TITLE OF DATA REVIEWED

DATE
SOURCE SUMMARY OF INFORMATION

The Assessment Teacher summarizes the material from the master file in the areas of:

General Medical
Orthopedic
E.N.T. & Auditory
Opthalmological
Speech & Language
Psychological
Educational

CONFIDENTIAL RE

RE: Child'
DR. Pediat
DATE:

Birth date ____
Sex ____

PAST HISTORY

DEVELOPMENTAL EV

SUMMARY

NEUROLOGICAL

SUMMARY

OF DATA REVIEWED

RY OF INFORMATION

eacher summarizes
n the master file

cal

itory
cal
guage

CONFIDENTIAL REPORT

RE: Child's Name
DR. Pediatrician
DATE:

Birth date _____ Birthweight _____ Race _____
Sex _____ Gest. Age _____ C.A. _____

PAST HISTORY

DEVELOPMENTAL EVALUATION

SUMMARY

NEUROLOGICAL

SUMMARY

CONFIDENTIAL REPORT

RE: Child's Name
DR: Orthopedist
DATE:

DESCRIPTION OF ORTHOPEDIC CONDITION

DESCRIPTION OF PHYSICAL THERAPY INSTRUCTIONS

DESCRIPTION OF EDUCATION RECOMMENDATIONS

IMPRESSIONS

CONFIDENTIAL REPORT

RE: Child's Name
DR: E.N.T.
DATE:

DESCRIPTION OF ENT CONDITIONS

IMPRESSIONS

EDUCATIONAL IMPLICATIONS

INITIAL PARENT INFORMATION SHEET

NAME: ______________________ DATE __________

MY CHILD IS:
- Happiest when:
- Unhappiest when:
- Quietest when:
- Silliest when:
- Most attentive when:
- Most frustrated when:
- Shyest when:
- Most excited when:

MY CHILD'S FAVORITE:
- Color:
- Toy:
- Time of the day:
- Foods:
- Activity:

DESCRIPTION OF THE CHILD'S
- Sleeping habits:
- Toilet habits:
- Eating habits:
- Dressing skills:
- Gross motor skills:
- Fine motor skills:
- Inner language:
- Receptive language:
- Expressive language:
- Vision:
- Hearing:

MY OBJECTIVES FOR MY CHILD ARE:

THE BIGGEST PROBLEM WITH MY CHILD AT HOME IS:

WHAT I EXPECT FOR MYSELF AND MY FAMILY FROM THE MH PROGRAM:

____

SUMMARY OF EDU

NAME ______

SOCIALIZATION:
- It is suspe
- Recommendat

DAILY LIVING SKI
- It is suspe
- Recommendat

MOTOR DEVELOPMENT
- It is suspe
- Recommendat

PERCEPTUAL:
- It is suspe
- Recommendat

LANGUAGE DEVELOP
- It is suspe
- Recommendat

STRENGTHS:

WEAKNESS:

CHANGES IN BEHAV
- Description
- Socializati
- Daily living
- Motor devel
- Perceptual:
- Language:
- General imp

T INFORMATION SHEET

________ DATE ___________

n:
en:

D'S

:

:
e:

ILD ARE:

H MY CHILD AT HOME IS:

F AND MY FAMILY FROM THE MH

____

SUMMARY OF EDUCATIONAL EVALUATION RE: PROFILE

NAME ________________ C.A. _____ B.D. _____ DATE _____

SOCIALIZATION:

It is suspected that:
Recommendations:

DAILY LIVING SKILLS:
It is suspected that:
Recommendations:

MOTOR DEVELOPMENT:
It is suspected that:
Recommendations:

PERCEPTUAL.
It is suspected that:
Recommendations:

LANGUAGE DEVELOPMENT:
It is suspected that:
Recommendations:

STRENGTHS:

WEAKNESS:

CHANGES IN BEHAVIOR:
- Description of pre-admission behavior:
- Socialization:
- Daily living skills:
- Motor development:
- Perceptual:
- Language:
- General impression

____
Assessment Teacher

VIDEO TAPE REPORT - BASELINE DATA
M-H SCHOOL, AZUSA

NAME ________________ AGE ____ SEX ____ DATE ____

PRIOR SCHOOLS ________________ ADMISSION __________

MAJOR HANDICAPS ________________ ETIOLOGY __________

FORMBOARDS:

TEXTURES:

SOUND, LIGHT, VIBRATION:

MAZE:

FREE TIME:

COMMENTS:

____
Assessment Teacher

____
Media Technician

INITIAL

CHILD'S NAME ________

Description of the ch
in a group; to adults
specific instruments

ASELINE DATA
ZUSA

_ SEX _____ DATE _____

_ ADMISSION __________

_ ETIOLOGY __________

____
essment Teacher

____
ia Technician

INITIAL MUSIC EVALUATION

CHILD'S NAME ______________________ DATE __________

Description of the child's responses individually; in a group; to adults and to children as well as to specific instruments and sounds.

____
Music Therapist

AUDIOLOGICAL

Where appropriate, Audiologic Records (standard form), plus narrative report of the audiological evaluation is submitted under the following headings:

Audiologic Procedures and Findings:

Additional Observations:

Impressions:

Recommendations:

Follow up:

PSYCHOLOGICAL

Standard psychological forms are supplemented with a narrative evaluation under the following headings:

Reason for Referral:

Behavior During Testing:

Test Interpretations:

Recommendations:

UDIOLOGICAL

te, Audiologic Records (standard
e report of the audiological evalu-
nder the following headings:

edures and Findings:

rvations:

:

SYCHOLOGICAL

logical forms are supplemented with
on under the following headings:

rral:

Testing:

tions:

SPEECH EVALUATION

Child's Name ________________ Date ____________

Observations:

Test Results:

Observations and Impression re: Education:

EDUCATIONAL GOALS
PERFORMANCE OBJECTIVES
PROFILE SCALES

CONTENTS

INTRODUCTION 23

GOALS AND OBJECTIVES 24

A statement of five Educational Program Goals, and four Performance Objectives for each Goal.

PROFILE SCALES 26

Statements of seven levels of Performance Requirements necessary for achievement of each of the Performance Objectives.

INSTRUCTIONS FOR USING PROFILE GRIDS 36

PROFILE GRIDS 38

Grid forms for quarterly scoring of child achievement in each of the Performance Objectives, with a Summary Grid for showing beginning and ending achievement in all objectives for the school year.

INTRODUCTION

The Educational Goals and Performance Objectives were derived from identifying needs of the children to be served by the program. Performance Requirements, listed as sequential levels of skills, attitudes, and knowledge, represent the developmental behaviors necessary for achievement of the objectives. These are based upon a specific population of multi-handicapped children experiencing developmental retardation.

However, at the end of most item statements, the normal developmental ages have been included to aid in understanding the increments of time normally required for a child to complete the sequence from 0-6 in each performance area. Sources used were Gesell or a reference derived, basically, from Gesell. The normal ages listed were reviewed by Joan Kunz, psychologist, Office of the Los Angeles County Superintendent of Schools. Where ages are not included, there appeared to be a lack of applicability to normal child developments.

Caution should be taken as the normal ages are used for reference indicators. There are large blocks of time apparent between and within some of the performance requirements when related to normal child development. Observation has shown that once the children "get going," the increments in a specific area such as walking are greatly decreased, and a child may go from toddling to his actual first walking steps in one week.

One other important point should be mentioned. These materials are not intended to serve only as a measurement instrument. Their use should accomplish two equally important purposes:

1. The Performance Objectives and Requirements; Profile Scales and Grids should be viewed as means for establishing a child's status upon entering the program, mid-point checks of progress, and an end-of-year profile showing progress toward all objectives.
2. The sequential levels of the Profile Scales should be sources of specific program planning for each child, providing the teacher with the direction in which the child must move in order to achieve the next higher level of performance. Refer to section on Program Planning.

EDUCATIONAL GOALS AND PERFORMANCE OBJECTIVES

GOALS	PERFORMANCE
1.0 At the end of the school year, each child will demonstrate progress in realizing that SOCIALIZATION enables him to have satisfying experiences in addition to those of his own self-world.	At the end of each quarter t indicated on a Profile Scale those of the previous quarte observers, toward Socializat 1.1 Developing Self-Ident 1.2 Responding to adults, 1.3 Interacting with othe 1.4 Cooperating with othe
2.0 At the end of the school year, each child will demonstrate progress in acquiring DAILY LIVING SKILLS which enable him to become increasingly self-assured and independent.	At the end of each quarter t indicated on a Profile Scale those of the previous quarte observers, in the Daily Livi 2.1 Undressing and Dressi 2.2 Washing hands and fac 2.3 Eating solid and liqu utensils and drinking 2.4 Toileting
3.0 At the end of the school year, each child will demonstrate progress in MOTOR DEVELOPMENT which enables him to enlarge his scope of activity and to become increasingly independent.	At the end of each quarter t indicated on a Profile Scale those of the previous quarte observers, in developing the 3.1 Performing gross body 3.2 Performing fine, mani 3.3 Performing locomotor 3.4 Moving in space and s

EDUCATIONAL GOALS AND PERFORMANCE OBJECTIVES

GOALS	PERFORMANCE OBJECTIVES
e end of the school each child will strate progress in zing that SOCIALIZATION es him to have fying experiences dition to those of wn self-world.	At the end of each quarter the child will show progress indicated on a Profile Scale, by scores higher than those of the previous quarter, as recorded by qualified observers, toward Socialization in: 1.1 Developing Self-Identification 1.2 Responding to adults, children, and objects 1.3 Interacting with others 1.4 Cooperating with others
e end of the school each child will strate progress in ring DAILY LIVING SKILLS enable him to e increasingly assured and endent.	At the end of each quarter the child will show progress indicated on a Profile Scale, by scores higher than those of the previous quarter, as recorded by qualified observers, in the Daily Living Skills of: 2.1 Undressing and Dressing 2.2 Washing hands and face 2.3 Eating solid and liquid foods, using utensils and drinking cups 2.4 Toileting
e end of the school each child will trate progress in DEVELOPMENT enables him to enlarge cope of activity and t e increasingly independent,	At the end of each quarter the child will show progress indicated on a Profile Scale, by scores higher than those of the previous quarter, as recorded by qualified observers, in developing the motor abilities of: 3.1 Performing gross body movements in place 3.2 Performing fine, manipulative movements 3.3 Performing locomotor activities 3.4 Moving in space and sensing spatial relationships

4.0 At the end of the school year, each child will demonstrate progress in recognizing that PERCEPTUAL ABILITIES enable him to gain useful contact with his environment.	At the end of each quarter t indicated on a Profile Scale those of the previous quarte observers, in developing Per 4.1 Recognizing, acceptin stimuli 4.2 Attending, discrimina Auditory stimuli 4.3 Attending, discrimina Visual stimuli 4.4 Identifying and discr and between food Tast
5.0 At the end of the school year, each child will demonstrate progress in recognizing that verbal and/or non-verbal LANGUAGE DEVELOPMENT fosters meaning and makes communication possible.	At the end of each quarter t indicated on a Profile Scale those of the previous quarte observers, toward improving 5.1 Developing memory and language 5.2 Developing perception receptive language 5.3 Developing functional expressive language 5.4 Developing conceptual communication

e end of the school
each child will
strate progress in
nizing that
PTUAL ABILITIES
e him to gain
l contact with
nvironment.

At the end of each quarter the child will show progress indicated on a Profile Scale, by scores higher than those of the previous quarter, as recorded by qualified observers, in developing Perceptual Abilities by:

4.1 Recognizing, accepting and initiating Tactile stimuli
4.2 Attending, discriminating and responding to Auditory stimuli
4.3 Attending, discriminating and responding to Visual stimuli
4.4 Identifying and discriminating between Odors, and between food Tastes

e end of the school
each child will
strate progress in
nizing that verbal
non-verbal
GE DEVELOPMENT
s meaning and
communication
le.

At the end of each quarter the child will show progress indicated on a Profile Scale, by scores higher than those of the previous quarter, as recorded by qualified observers, toward improving Language Skills by:

5.1 Developing memory and functions of inner language
5.2 Developing perception and functions of receptive language
5.3 Developing functional communication in expressive language
5.4 Developing conceptualization through communication

GOAL 1--SOCIALIZATION

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

1.1 Developing self-identification.

Profile Score	Performance Requirements
0	Shows no recognition of self as a separate entity distinct from his environment; e.g., no obvious change occurs with changes in environment. (0-4 wks.)
1	Reacts to own body by exploring parts of his body, e.g., touches eyes, hands, mouth, hair. (4-7 mo.)
2	Responds to reflection in mirror by exploring, and moving parts of his body, and/or explores body parts of another person. (18 mo.)
3	Distinguishes self from others by seeking attention to satisfy needs, such as going to an adult, pulling or pushing a person, vocalizing. (18 mo.)
4	Generalizes knowledge of body-concepts by locating, upon request, parts of body on another person or doll, e.g., nose, eyes, mouth. (18 mo.+)
5	Identifies own belongings ("This is mine"). Locates his own storage place and can select his own articles from those of others. (5 yrs.)
6	Recognizes self as a separate individual within a group, by responding to his name used in a group setting. Observes others, waits and anticipates his own turn during group activities. (5-6 yrs.)

1.2 Responding to adults, c

Profile Score	Perf
0	Does not react to o forward movement no
1	Permits adult to ma activities. Reacts reaching out, looki facial expression.
2	Differentiates betw Touches, feels obje and/or seeks someth
3	Differentiates betw adults. Permits ha familiar adult. Al his environment. F
4	Permits adult to pl another child, and they move about the
5	Responds to another exchanges toys; sha adult assistance.
6	Participates in soc dancing, group sing activities.

GOAL 1--SOCIALIZATION

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

ification.

erformance Requirements

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(0-4 wks.)

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her person. (18 mo.)

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or pushing a person,
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(18 mo.+)

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(5 yrs.)

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ding to his name used in a
serves others, waits and
n turn during group activities.
(5-6 yrs.)

1.2 Responding to adults, children, and objects.

Profile Score	Performance Requirements
0	Does not react to others or objects; e.g., neither forward movement nor withdrawal is evident. (0-4 wks.)
1	Permits adult to manipulate him through activities. Reacts to adult by making a sound, reaching out, looking at, and/or changing facial expression. (4 mo.)
2	Differentiates between people and objects. Touches, feels objects and explores environment and/or seeks something to play with. (7 mo.)
3	Differentiates between familiar and unfamiliar adults. Permits hand to be held and moves with familiar adult. Allows others to be a part of his environment. Participates in parallel play. (2 yrs.)
4	Permits adult to place his hand into the hand of another child, and to be held in this clasp while they move about the room. (3 yrs.)
5	Responds to another child. Releases, and/or exchanges toys; shares and/or takes turns, with adult assistance. (4 yrs.)
6	Participates in social activities--marching, dancing, group singing, games and rhythmic activities. (5-6 yrs.)

GOAL 1--SOCIALIZATION

GROWTH AND DEVELOPMENT PROFILE SCORING CRITER

PERFORMANCE OBJECTIVES

1.3 Interacting with others.

Profile Score	Performance Requirements
0	Responds, but does not interact beyond the initial response. (0-4 wks.)
1	Makes consistently appropriate emotional or physical responses to adult approving or disapproving actions, e.g., adult pats child and smiles; the child smiles or giggles. Adult takes toy from child; child cries. (1 yr.+)
2	Makes wants known to adults by pushing, pulling, reaching, gesturing. (1 yr.)
3	Initiates interaction with adults such as bringing and showing toys, and requesting assistance with activities of daily living skills. (18 mo.)
4	Imitates a short sequence of, at least, three actions and gestures or sounds of an adult or another child, such as activities similar to Patty Cake, or sound repetitions of ba, ba, ba, or loo, loo. (10 mo.)
5	Participates in play and other activities with adults by following rules and directions. (3 yrs.+)
6	Participates in activities with other children; will share and take turns. Participates in associative play. (5 yrs.+)

1.4 Cooperating with oth

Profile Score	
0	Takes no initiat in activities.
1	Gets, and return adult assistance
2	Does not intenti of others.
3	Helps adult in p as finding appro up when finished
4	Assists other ch and/or going to
5	Initiates sharin children have to
6	Shows concern fo from bus to scho is crying.

GOAL 1--SOCIALIZATION

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

th others.

Performance Requirements
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es in play and other activities s by following rules and directions. (3 yrs.+)
es in activities with other child- hare and take turns. Participates ive play. (5 yrs.+)

1.4 Cooperating with others.

Profile Score	Performance Requirements
0	Takes no initiative beyond passively participating in activities. (0-1 yr.)
1	Gets, and returns materials and/or equipment, with adult assistance. (18 mo.+)
2	Does not intentionally interfere in the activities of others. (3 yrs.)
3	Helps adult in preparing for daily activities such as finding appropriate materials, and cleaning up when finished. (3-4 yrs.)
4	Assists other children in finding their belongings and/or going to the correct rooms or play area. (5 yrs.)
5	Initiates sharing and taking turns. Sees that other children have toys or equipment. (5 yrs.+)
6	Shows concern for others. Helps another child from bus to school; puts arm around a child who is crying. (5 yrs.+)

GOAL 2--DAILY LIVING SKILL

GROWTH AND DEVELOPMENT PROFILE SCORI

PERFORMANCE OBJECTIVES

2.1 Undressing and dressing.

Profile Score	Performance Requirements
0	Resists, making undressing and dressing a difficult task for the adult. (-)
1	Permits being undressed and dressed; is passive and non-resistant. (-)
2	Assists in undressing; helps in the final motions of removing shoes, sox, shirt and/or sweater. Assists in being dressed; e.g., stands, holds arms out, extends foot. (1 yr.)
3	Participates in undressing; requires adult assistance for about half of clothing (3-4 of 7 different items). Assists in dressing; helps with pants, shirt, sweater or jacket. (12-15 mo.)
4	Undresses himself; requires minimal adult assistance for most clothing (5 items). Participates in dressing; requires adult assistance for less than half of clothing (3 items). (18-24 mo.)
5	Undresses independently except for fasteners. Dresses; requires help only with fasteners and shoe laces. (3 yrs.)
6	Undresses and dresses independently. (5-6 yrs.)

2.2 Washing ha

Profile Score	
0	Resist
1	Permit offers
2	Assist accept
3	Partic water; in hel
4	Washes ing an dry fa
5	Accomp help o
6	Accomp

GOAL 2--DAILY LIVING SKILLS

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

ssing.

Performance Requirements
ng undressing and dressing a diffi- the adult. (-)
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pendently except for fasteners. res help only with fasteners and (3 yrs.)
dresses independently. (5-6 yrs.)

2.2 Washing hands and face.

Profile Score	Performance Requirements
0	Resists, making task difficult. (-)
1	Permits washing and drying of hands and face; offers little or no resistance. (-)
2	Assists, by making washing and drying motions; accepts soap and towel, but does not apply them. (1-2 yrs.)
3	Participates in washing hands and face. Turns on water; grasps and uses soap; holds hands and head in helpful position for washing and drying. (2 yrs.+)
4	Washes with minimal assistance, using soap, lathering and rinsing hands, and attempting to wash and dry face. Turns water on and off. (3 yrs.)
5	Accomplishes washing with near independence needing help only with face, and complete drying. (3 yrs.+)
6	Accomplishes washing and drying without assistance. (5 yrs.+)

GOAL 2--DAILY LIVING SKIL

GROWTH AND DEVELOPMENT PROFILE SCOR

PERFORMANCE OBJECTIVES

2.3 Eating solid and liquid foods, using utensils and drinking cups.

Profile Score	Performance Requirements
0	Eats only from a bottle; resists being fed from spoon. Does not eat any finger foods. (0-4 mos.)
1	Permits adult to feed him with spoon; accepts liquid from cup. Holds some finger foods. (1 yr.-15 mo.)
2	Allows adult to put him through the motions of eating with a spoon. Freely drinks from cup held by adult. Plays with finger foods. (5-6 mo.)
3	Participates in feeding, using spoon with some success, but still needs adult assistance. Helps to hold the cup. Eats some finger foods, and attempts to chew. (1 yr.-15 mo.)
4	Feeds himself with minimal assistance. Picks up cup and drinks with minimal assistance. Eats some finger foods independently, and tolerates some chewing motion. (18 mo.)
5	Feeds himself with spoon and eats finger foods independently. Drinks from cup, and returns cup to table. Begins attempting to eat with a fork. (2 yrs.)
6	Eats independently, and drinks without problems. Uses a spoon and fork with no mechanical problems. Accepts and chews a variety of foods. (5 yrs.+)

2.4 Toiletin

Profile Scor	
0	Is n atte
1	Tole a fe
2	Resp on h
3	Part take (e.g
4.	Goes occa gest Has the
5	Goes remi less bowe
6	Goes sche

GOAL 2--DAILY LIVING SKILLS

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

and liquid foods, using utensils
cups.

Performance Requirements
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elf with spoon and eats finger foods tly. Drinks from cup, and returns le. Begins attempting to eat with (2 yrs.)
endently, and drinks without prob- s a spoon and fork with no mechani- ms. Accepts and chews a variety of (5 yrs.+)

2.4 Toileting

Profile Score	Performance Requirements
0	Is non-trained, or has been no opportunity or no attempt to train. (0-1 yr.)
1	Tolerates being put on toilet or potty chair for a few minutes, and may occasionally urinate. (15 mo.)
2	Responds to being seated on toilet or potty chair on his time schedule, and frequently urinates. (1 1/2 yrs.)
3	Participates in toilet training; can wait to be taken, and assists in getting ready for urination (e.g., pulls clothes) over one-half of the time. (1 1/2-3 yrs.)
4.	Goes to toilet with minimal assistance and/or occasionally goes by himself. Indicates need by gestures or cues which can be observed by adult. Has toileting accidents less than one-half of the time. (4 yrs.)
5	Goes to toilet on his own. May need occasional reminder from adult. Has toileting accidents less than one-quarter of the time including bowel movements. (5 yrs.)
6	Goes to toilet independently. Follows his time schedule; rarely has accidents. (6 yrs.)

GOAL 3--MOTOR DEVELOPM

GROWTH AND DEVELOPMENT PROFILE SC

PERFORMANCE OBJECTIVES

3.1 Performing gross body movements in place.		3.2 Perfor	
Profile Score	Performance Requirements	Profile Sc	
0	Unable to manage body; needs assistance to hold head upright, and to sit on flat surface or chair. (0-4 mo.)	0	Un dc
1	Maintains sitting position without assistance. Holds head up; sits on flat surface or chair without rolling or falling, for at least two minutes. (4 mo.)	1	Ha ra an
2	Moves body with some balance and power, rising from sitting to standing position and maintaining upright position for three minutes; requires adult assistance for more than one-half of his attempts. (12 mo.)	2	G ha tw bu
3	Moves body with balance and power; rises vertically to standing position from creeping or kneeling positions using large object for help and support. Maintains positions for more than one-half of his attempts. (12 mo.+)	3	Co ac pi Op ob
4	Moves body with power and balance independently. Can kneel on both knees; rise to standing; and hold positions unassisted. (18 mo.)	4	Pl cl bl
5	Moves body from one position to another independently, and without losing balance. Can move from sitting to kneeling on one knee; from standing to sitting positions. Can maintain balance for 5-10 seconds on balance beam in side-stride standing position. (5 yrs.)	5	Op ca Re Ma qu at
6	Balances body for 5-10 sec. while standing on one foot, using arms to assist in balancing, and/or while standing on balance beam in forward-stride position. (5-6 yrs.)	6	M c a b b

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VE MOVEMENTS

GOAL 3--MOTOR DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

body movements in place.

Performance Requirements

nage body; needs assistance to hold
and to sit on flat surface or
(0-4 mo.)

ting position without assistance.
; sits on flat surface or chair with-
r falling, for at least two minutes.
(4 mo.)

th some balance and power, rising
to standing position and maintaining
ion for three minutes; requires
nce for more than one-half of his
(12 mo.)

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ding position from creeping or
tions using large object for help and
ntains positions for more than one-
ttempts. (12 mo.+)

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s unassisted. (18 mo.)

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ithout losing balance. Can move from
eeling on one knee; from standing to
ions. Can maintain balance for 5-10
lance beam in side-stride standing
(5 yrs.)

for 5-10 sec. while standing on one
ms to assist in balancing, and/or
on balance beam in forward-stride
(5-6 yrs.)

3.2 Performing fine, manipulative movements.

Profile Score	Performance Requirements
0	Unable to use arms and hands for manipulation; does not grasp, or bring arms together. (0-4 wks.)
1	Handles objects. Brings both hands to mid-line, raises and extends arms, grasps object with one and/or both hands. Releases object. (4 mo.)
2	Grasps object with one hand; transfers to other hand, including hand crossing the midline; holds two objects, one in each hand. Throws object, but with no sense of aim. (28 wks.)
3	Coordinates hand, wrist and forearm in rotating action to place objects on table rather than dropping object, to use stick in beating a drum, etc. Opens and closes simple containers. Puts small objects in large containers. (15 mo.)
4	Places and removes objects from containers of closely related sizes; stacks boxes, builds with blocks, puts rings on post. (2 yrs.)
5	Opens and closes twist-top containers. Rolls and catches a rolled ball from stride-sitting position. Releases ball and/or other objects purposefully. Marks with crayon and pencil, or brush paints; requires assistance on less than one-half of his attempts. (3 yrs.+)
6	Manipulates hands and fingers, uses pencil and crayon; strings beads. Throws ball with enough accuracy so that it can be caught or go into a box. Catches a bounced ball. Can usually hold balance while kicking a ball. (5-6 yrs.)

GOAL 3--MOTOR DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING

PERFORMANCE OBJECTIVES

3.3 Performing locomotor activities.

Profile Score	Performance Requirements
0	Unable to move body position from one place to another. (0-16 mo.)
1	Moves entire body one to two feet over a flat surface by rolling, pushing, pulling, and/or bottom scooting on seat and heels. (20 wks.-9 mo.)
2	Moves entire body with increasing power and balance from three to four feet over a flat surface by creeping on hands and knees, or walking; requires assistance from only one adult. (9-12 mo.)
3	Walks forward from two to four feet in space, turns and changes direction; obtains support from large objects, or requires adult assistance for less than half of his attempts. (12-18 mo.)
4	Climbs up and down stairs, onto, off and over objects as high as adult chair, using railings, large objects and assistance from adults for more than half of his attempts. (3 yrs.)
5	Moves body in varying directions at slow or fast pace while maintaining balance and direction. Walks, runs, jumps, climbs ladder or jungle gym; uses support from rails, walls, adults for less than half of his attempts. (4-5 yrs.)
6	Performs all activities in #1-5 independently, with coordinated body movement. (5 yrs.+)

3.4 Moving in spa

Profile Score	
0	Lacks ori Moves ent out regar
1	Permits a various d in space.
2	Moves in leg, head including relaxing.
3	Moves ent gard to o and avoid path in l
4	Moves body his path. avoids or path in m
5	Walks,and/ objects i stopping
6	Moves body without d or vehicle stacles w

GOAL 3--MOTOR DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

otor activities.

Performance Requirements

ve body position from one place to
(0-16 mo.)

body one to two feet over a flat sur-
ing, pushing, pulling, and/or bottom
seat and heels. (20 wks.-9 mo.)

body with increasing power and bal-
ree to four feet over a flat surface
on hands and knees, or walking; re-
tance from only one adult.
(9-12 mo.)

d from two to four feet in space,
anges direction; obtains support from
s, or requires adult assistance for
lf of his attempts. (12-18 mo.)

d down stairs, onto, off and over ob-
h as adult chair, using railings,
s and assistance from adults for more
his attempts. (3 yrs.)

n varying directions at slow or fast
aintaining balance and direction.
, jumps, climbs ladder or jungle gym;
from rails, walls, adults for less
his attempts. (4-5 yrs.)

activities i #1-5 independently,
ated body movement. (5 yrs.+)

3.4 Moving in space and sensing spatial relationships.

Profile Score	Performance Requirements
0	Lacks orientation of body and parts in space. Moves entire body, and/or head, arms, legs without regard to other persons or objects. (0-4 mo.)
1	Permits adult assistance with body movements in various directional, flexing and extending motions in space. (-)
2	Moves in space unassisted. Experiments in arm, leg, head, body movement in various directions including flexion, extension, curling, tensing, relaxing. (1 mo.)
3	Moves entire body in space, but with little regard to obstacles. Crawls, walks, runs, climbs, and avoids or moves persons and/or objects in his path in less than half of his activities. (1 yr.)
4	Moves body in space; manages most obstacles in his path. Crawls, walks, runs, climbs, and avoids or moves persons and/or objects in his path in more than half of his activities. (3 yrs.)
5	Walks,and/or runs a path around and through objects in an obstacle course, or maze without stopping for more than 7 seconds. (5 yrs.+)
6	Moves body freely in space, and maneuvers obstacles without difficulty. Moves himself and an object or vehicle freely in space and maneuvers obstacles without difficulty. (6 yrs.)

GOAL 4--PERCEPTUAL ABILITIES

GROWTH AND DEVELOPMENT PROFILE SCORING CRITE

PERFORMANCE OBJECTIVES

4.1 Recognizing, accepting and initiating tactile stimuli.		4.2 Attending, discrimi stimuli.	
Profile Score	Performance Requirements	Profile Score	
0	Tolerates a limited number of familiar smooth, dry or damp surfaces, such as the touch of clothing, flesh and a favorite toy. Resists most food textures and other textures such as sand, cement, paint surfaces. (0-16 mo.)	0	Shows no apparen or no vocalizat
1	Tolerates, with some vocal or motor resistance, having hands or feet being moved through or over one unfamiliar textured surface, e.g., grass, weeds, sand, paint. Tolerates taking soft food from a spoon. (20 wks-9 mo)	1	Reacts to sound, his activity, sl May babble occas
2	Permits hand, feet, or entire body being moved through or over unfamiliar textured surface (#1). Willingly accepts soft food from a spoon. (9-12 mo.)	2	Attends to sound turning toward d participate in l
3	Tolerates, with some vocal or motor resistance, an additional textured surface (as in #1). Tolerates soft food on hands, face, mouth. (12-18 mo.)	3	Discriminates be Matches drum, be cipate in echo
4	Accepts the second additional textured surface, and moves toward tolerating three or more additional textured surfaces with minimum resistance. Tolerates occasional small lumps in food. (3 yrs.)	4	Responds appropr such as the door sounds such as a
5	Initiates activity involving different textures, exploring them in his own way, in a situation structured by an adult. Will tolerate a variety of solid, easily chewed foods. (4-5 yrs.)	5	Responds appropr including speech tions such as "w Attends to meani
6	Remembers the location of the different textured items, seeks them out in preference to other surrounding stimuli, and uses them with enjoyment. Tolerates a variety of food textures. (5 yrs.+)	6	Retains simple s drum, and repeats a simple two-line

GOAL 4--PERCEPTUAL ABILITIES

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

nd initiating tactile stimuli.

ormance Requirements
number of familiar smooth, , such as the touch of cloth- orite toy. Resists most food extures such as sand, cement, (0-16 mo.)
vocal or motor resistance, being moved through or over red surface, e.g., grass, Tolerates taking soft food (20 wks-9 mo)
or entire body being moved miliar textured surface (#1). ft food from a spoon. (9-12 mo.)
vocal or motor resistance, ed surface (as in #1). on hands, face, mouth. (12-18 mo.)
dditional textured surface, erating three or more surfaces with minimum resist- asional small lumps in food. (3 yrs.)
nvolving different textures, s own way, in a situation t. Will tolerate a variety ved foods. (4-5 yrs.)
n of the different textured in preference to other and uses them with enjoyment. f food textures. (5 yrs.+)

4.2 Attending, discriminating and responding to auditory stimuli.

Profile Score	Performance Requirements
0	Shows no apparent response to sounds. Has little or no vocalization. (0-4 mo.)
1	Reacts to sound, as noted by momentary cessation of his activity, slight bodily movement, eye blinking. May babble occasionally. (-)
2	Attends to sound, as noted by localizing, such as turning toward direction of a given sound. May participate in lallation (infantile utterances). (1 mo.)
3	Discriminates between gross and refined sounds. Matches drum, bell, and voice sounds. May participate in echolalia (repetition of others). (1 yr.)
4	Responds appropriately to some environmental sounds such as the doorbell, a car horn, and to speech sounds such as a few simple commands. (3 yrs.)
5	Responds appropriately to most familiar sounds, including speech; e.g., can reply to simple questions such as "who is it? what is it? where is it?" Attends to meaningful rather than extraneous sounds. (5 yrs.)
6	Retains simple sound patterns, such as rhythm on a drum, and repeats them in proper sequence, or sings a simple two-line nursery song. (6 yrs.)

GOAL 4--PERCEPTUAL ABILITIES

GROWTH AND DEVELOPMENT PROFILE SCORING CRITER

PERFORMANCE OBJECTIVES

4.3 Attending, discriminating and responding to visual stimuli.

Profile Score	Performance Requirements
0	Does not attend to any visual stimuli, other than light, for more than 10 seconds. (Birth-)
1	Attends to visual stimuli other than light while stationary or in motion (track) for more than 30 seconds. (0-4 wks.)
2	Notices a visual stimulus other than light, as indicated by movement, sound, facial expression, or grasp. (4 wks.)
3	Recognizes visual stimuli, e.g., matches familiar objects such as shoes, cups, balls. (18 mo.)
4	Discriminates visually, as indicated by matching pictures, and colors, e.g., selects pictures of self, or own name from a group of names, and/or identifies manual signs. (3 yrs.+)
5	Demonstrates ability to use a visual stimulus and/or light source appropriately on the task; i.e., turns on light, adjusts lamp. Likes to look at favorite picture; imitates body movements of others. (32 wks.-4 yrs.)
6	Uses his optimal, functional vision in such ways as visually locating objects of interest in the environment, and exploring his environment independently. Can distinguish proper positions of clothes. (4 yrs.+)

4.4 Identifying and disc between food tastes.

Profile Score	P
0	Does not breathe adult. Gives no to differences i for foods with re texture.
1	Inhales through smell to gain inf
2	Indicates by faci withdrawing, like Accepts some food e.g., prefers swe sweet.
3	Sniffs to smell o between kinds of
4	Discriminates bet fruits, vegetable
5	Distinguishes non match two kinds o or acid odors. I selection.
6	Identifies foods two kinds of swee Indicates likes o rejection.

GOAL 4--PERCEPTUAL ABILITIES

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

scriminating and responding to
i.
Performance Requirements

attend to any visual stimuli, other
t, for more than 10 seconds.
(Birth-)

o visual stimuli other than light
tionary or in motion (track) for
30 seconds. (0-4 wks.)

visual stimulus other than light, as
by movement, sound, facial express-
rasp. (4 wks.)

s visual stimuli, e.g., matches
objects such as shoes, cups, balls.
(18 mo.)

ates visually, as indicated by match-
res, and colors, e.g., selects pic-
self, or own name from a group of
d/or identifies manual signs.
(3 yrs.+)

tes ability to use a visual stimulus
ght source appropriately on the task;
ns on light, adjusts lamp. Likes to
avorite picture; imitates body move-
thers. (32 wks.-4 yrs.)

ptimal, functional vision in such
sually locating objects of interest
ironment, and exploring his environ-
endently. Can distinguish proper
of clothes. (4 yrs.+)

4.4 Identifying and discriminating between odors, and between food tastes.

Profile Score	Performance Requirements
0	Does not breathe through nose without help from adult. Gives no indication of being sensitive to differences in odors. Shows no preference for foods with regard to taste rather than texture. (-)
1	Inhales through nose. Appears to use sense of smell to gain information from his environment. (-)
2	Indicates by facial expression, moving toward or withdrawing, like or dislike of a specific odor. Accepts some food tastes more readily than others; e.g., prefers sweet to salty foods, or salty to sweet. (-)
3	Sniffs to smell odors, and discriminates roughly between kinds of odors; e.g., foods and flowers. (-)
4	Discriminates between basic food tastes, e.g., fruits, vegetables, meat, candy or cookies. (-)
5	Distinguishes non-food items by odor. Can match two kinds of spicy, flowery, fruity, and/or acid odors. Indicates favorite odor(s) by selection. (-)
6	Identifies foods by odor and taste. Can match two kinds of sweet, sour and/or salty foods. Indicates likes or dislikes by acceptance or rejection. (-)

GOAL 5--LANGUAGE DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITER

PERFORMANCE OBJECTIVES

5.1 Developing memory and functions of inner language.		5.2 Developing perceptio language.	
Profile Score	Performance Requirements	Profile Score	P
0	Gives no indication of sensing events occurring in his environment. (0-4 wks.)	0	Gives no respons react in a meani
1	Perceives people and events in his environment, as indicated by facial expression, vocal outcries, moving toward, or withdrawing. (4 mo.)	1	Responds to gest direction in whi
2	Recalls people and events from a prior encounter, and responds in relation to the first experience. (18 mo.)	2	Responds to gest ance; will go al moved.
3	Remembers and repeats routine events with assistance required for more than one-half the time; e.g., comes from bus to school room, and knows where own things are. (3 yrs.)	3	Imitates sounds a assistance requir time.
4	Remembers and repeats routine events with assistance required for less than one-half the time. (3 yrs.+)	4	Imitates sounds a assistance requir time.
5	Shows some interest in objects; tries to use them in various ways, but needs outside stimulation. (-)	5	Responds with app and/or non-verbal required for less
6	Shows imagination in using objects, and in exploring immediate environment. Enlarges upon an appropriate function; e.g., turns a box into a garage, and runs a toy car into it. (5 yrs.)	6	Responds with app and/or non-verbal required for less

GOAL 5--LANGUAGE DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

functions of inner language.	5.2 Developing perception and functions of receptive language.	
erformance Requirements	Profile Score	Performance Requirements
on of sensing events occurring t. (0-4 wks.)	0	Gives no response to situational cues; does not react in a meaningful way to adults or events. (0-4 wks.)
and events in his environment, acial expression, vocal outcries, withdrawing. (4 mo.)	1	Responds to gestures and/or sounds; will move toward direction in which he is prodded. (7 mo.)
d events from a prior encounter, elation to the first experience. (18 mo.)	2	Responds to gestures and/or sounds without assistance; will go along with others when group is moved. (-)
eats routine events with assist- more than one-half the time; bus to school room, and knows are. (3 yrs.)	3	Imitates sounds and/or gestures of others, with assistance required for more than one-half the time. (9 mo.+)
eats routine events with assist- less than one-half the time. (3 yrs.+)	4	Imitates sounds and/or gestures of others, with assistance required for less than one-half the time. (9-10 mo.)
st in objects; tries to use them but needs outside stimulation. (-)	5	Responds with appropriate performance to verbal and/or non-verbal instructions, with assistance required for less than one-half the time. (1 yr.)
in using objects, and in explor- ironment. Enlarges upon an ion; e.g., turns a box into a a toy car into it. (5 yrs.)	6	Responds with appropriate performance to verbal and/or non-verbal instructions, with assistance required for less than one-half the time. (1 yr.+)

EX
INTELL

GOAL 5--LANGUAGE DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

5.3 Developing functional communication in expressive language.

Profile Score	Performance Requirements
0	Makes no attempt to express his feelings through verbal or non-verbal means. (0-4 wks.)
1	Engages in vocal and/or manual play, such as babbling and/or experimenting with hands. (1-4 mo.)
2	Attempts to express needs through gestures and/or sound. Adult guesses intent. (7 mo.)
3	Imitates words expressed in verbal or manual language. (11 mo.)
4	Initiates specific sounds and/or words in verbal or manual language; e.g., animal sounds (bow wow for a dog), and words or signs, such as potty, eat). (1 yr.+)
5	Communicates, with some assistance, his wants and feelings in verbal or manual language. (18 mo.+)
6	Communicates adequately for his purpose in verbal or manual language. Uses verbal/non-verbal/words, or groups of words, to express a meaningful situation. (5 yrs.+)

5.4 Developing conceptualizatio

Profile Score	Performa
0	Gives no indication of cation with people or
1	Indicates understandin to the usual routines.
2	Attends to situation
3	Is highly curious and and seeks new things familiar objects.
4	Uses implements spon problems; e.g., gets for reaching someth
5	Engages in creative apart and tries to track with blocks, a tower.
6	Uses judgement and situations; e.g., takes off sweater

GOAL 5--LANGUAGE DEVELOPMENT

GROWTH AND DEVELOPMENT PROFILE SCORING CRITERIA

PERFORMANCE OBJECTIVES

communication in expressive	5.4 Developing conceptualization through communication.	
rformance Requirements	Profile Score	Performance Requirements
o express his feelings non-verbal means. (0-4 wks.)	0	Gives no indication of having meaningful communication with people or things. (0-4 wks.)
nd/or manual play, such as perimenting with hands. (1-4 mo.)	1	Indicates understanding of rules by conforming to the usual routines. (18 mo.)
s needs through gestures lt guesses intent. (7 mo.)	2	Attends to situation when asked. (2 yrs.)
ressed in verbal or manual (11 mo.)	3	Is highly curious and investigative. Explores and seeks new things. Purposefully looks for familiar objects. (3 yrs.)
sounds and/or words in anguage; e.g., animal r a dog), and words or ty, eat). (1 yr.+)	4	Uses implements spontaneously in solving simple problems; e.g., gets and uses chair as means for reaching something on a shelf. (4 yrs.)
some assistance, his wants rbal or manual language. (18 mo.+)	5	Engages in creative play; e.g., takes object apart and tries to reassemble, makes a train track with blocks, then rebuilds the blocks into a tower. (4 yrs.+)
ately for his purpose in anguage. Uses verbal/non- roups of words, to express tion. (5 yrs.+)	6	Uses judgement and reasoning in common sense situations; e.g., obtains a tissue to wipe nose; takes off sweater when warm. (5 yrs.)

INSTRUCTIONS FOR USING
PROFILE GRIDS

Use one grid for each of the five goals, and a summary grid for each child.

Record child's name and teacher's name in top left corner.

Observation and scoring should be made at the beginning of the school year, and each quarter thereafter. Record the date of scoring and observer's initials at the bottom of each vertical line--grids provide space for scores and comments, if desired.

Using the descriptions of performance levels stated under Performance Requirements in the preceding section, place a dot or X on the vertical line opposite the number of the Scale Score. A child's achievement should include all of the requirements at a given level before scoring him at that point.

Sometimes a child will exhibit behavior at a higher level on the scale, once or twice, and occasionally will jump a level and show consistent behavior on the next level. Also, since the distance between two levels is intended to be a "jump" rather than a steady sequence, marking progress toward the next level was found to be helpful. The following code may be used for this purpose.

Example: If a child's latest check scored him at scale score 2--

A - marked at score 3, means that the described behaviors have been observed once or twice but are not consistent enough to be scored at level 3.

B - indicates general progress toward level 3, but all described behaviors are not yet attained.

C - indicates consistent behavior. Sometimes a child will skip a level, i.e., he may meet the criteria for level 4, but not all of those for level 3.

On the Summary Profile, record the beginning of year score in blue, and the ending of year score in red for the four objectives for each of the five goals.

Connecting the dots or X's with lines across the entire Grid will give a profile of progress in all objectives for the year.

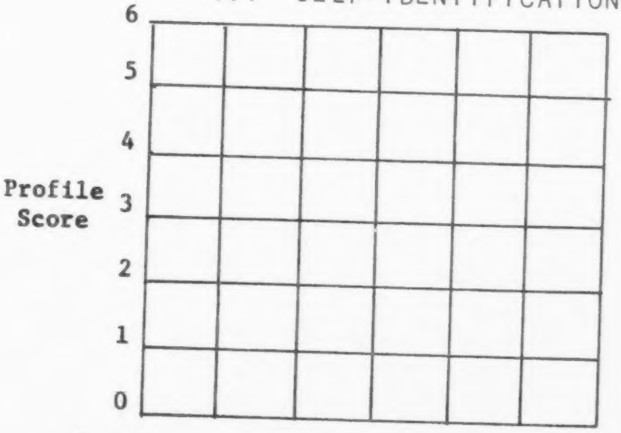
Child ______________________

Teacher ______________________

PROFILE--GROWTH AND DEVELOPMEN

1.0 SOCIALIZATION

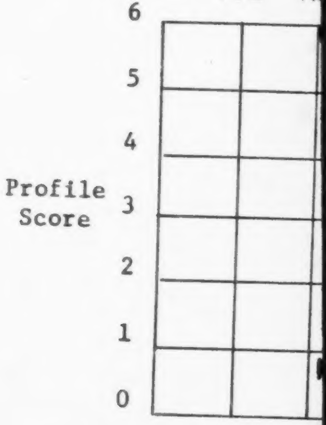
1.1 SELF-IDENTIFICATION



Date: ___ ___ ___ ___ ___

Recorder: ______________________

1.2 R



Date: ___ ___

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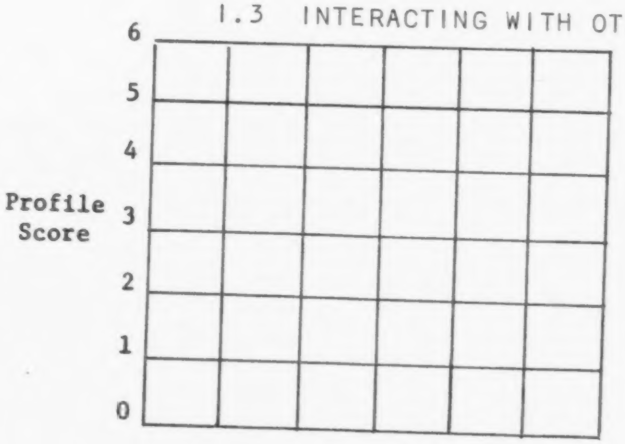
1.3 INTERACTING WITH OTHERS



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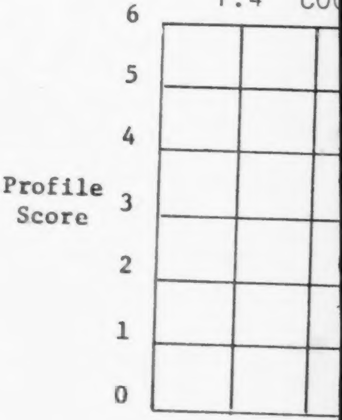
Recorder: ______________________

1.4 CO



Date: ___ ___

Recorder: ______________________

PROFILE--GROWTH AND DEVELOPMENT

1.0 SOCIALIZATION

F-IDENTIFICATION

1.2 RESPONDING TO OTHERS

Profile Score 6 5 4 3 2 1 0

Date: ___ ___ ___ ___ ___

Recorder: ______________________

ERACTING WITH OTHERS

1.4 COOPERATING WITH OTHERS

Profile Score 6 5 4 3 2 1 0

Date: ___ ___ ___ ___ ___

Recorder: ______________________

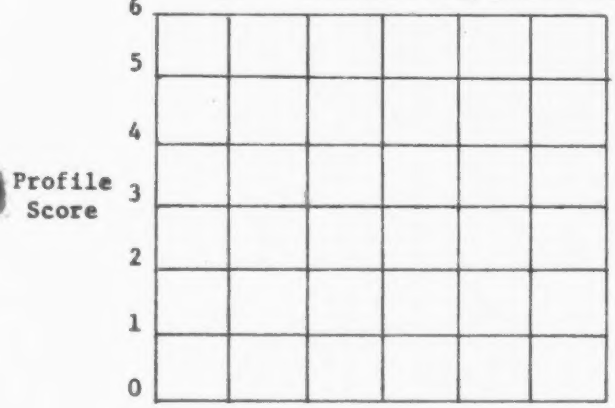
PROFILE--GROWTH AND DEVELOPMENT

2.0 DAILY LIVING SKILLS

Child ______________________________

Teacher ______________________________

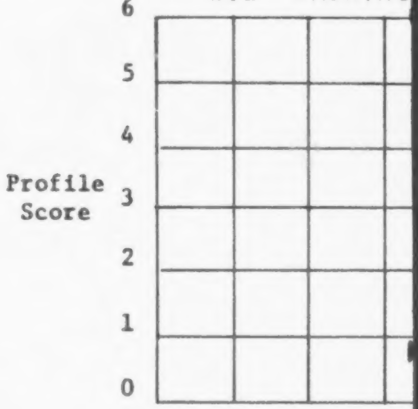
2.1 UNDRESSING/DRESSING



Date: ___ ___ ___ ___ ___

Recorder: ______________________________

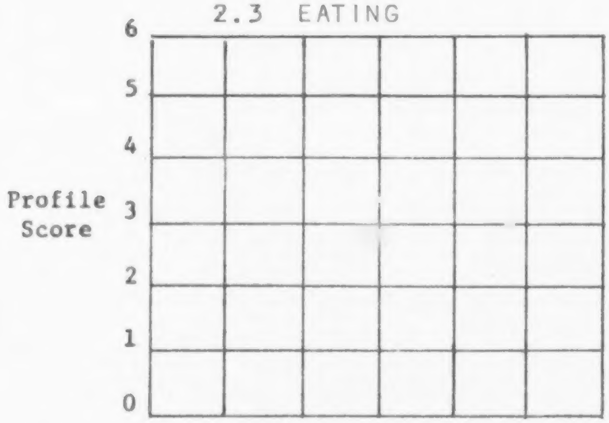
2.2 WASHING



Date: ___ ___ ___

Recorder: ______________

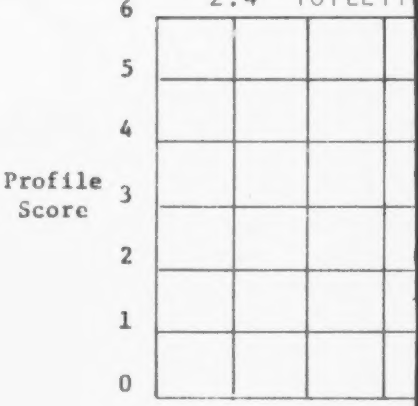
2.3 EATING



Date: ___ ___ ___ ___ ___

Recorder: ______________________________

2.4 TOILETI



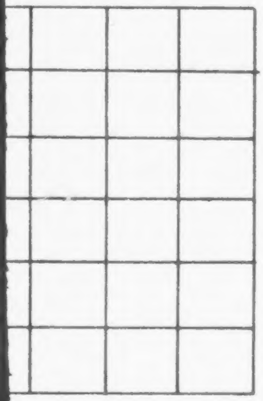
Date: ___ ___ ___

Recorder: ______________

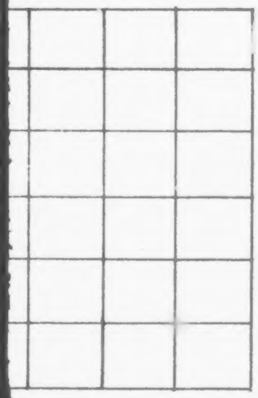
PROFILE--GROWTH AND DEVELOPMENT

2.0 DAILY LIVING SKILLS

RESSING/DRESSING



NG

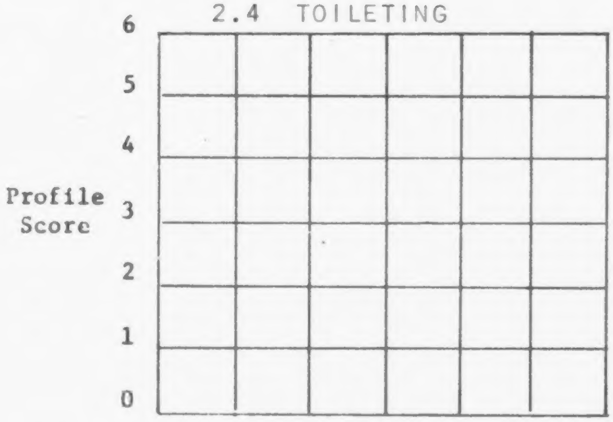


2.2 WASHING HANDS AND FACE

Date: ___ ___ ___ ___ ___

Recorder: ____________________

2.4 TOILETING



Date: ___ ___ ___ ___ ___

Recorder: ____________________

PROFILE--GROWTH AND DEVELOPMENT

3.0 MOTOR DEVELOPMENT

Child ____________________

Teacher ____________________

3.1 GROSS BODY MOVEMENTS IN PLACE

Profile Score

6
5
4
3
2
1
0

Date: ___ ___ ___ ___ ___

Recorder: ____________________

3.2 FI

Profile Score

6
5
4
3
2
1
0

Date: ___ ___

Recorder: ____________________

3.3 LOCOMOTION

Profile Score

6
5
4
3
2
1
0

Date: ___ ___ ___ ___ ___

Recorder: ____________________

3.4 SEN

Profile Score

6
5
4
3
2
1
0

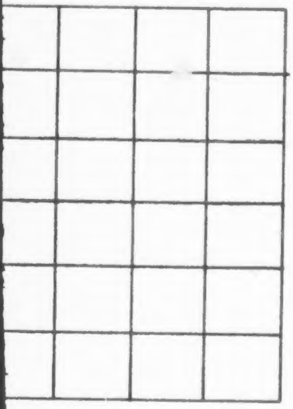
Date: ___ ___

Recorder: ____________________

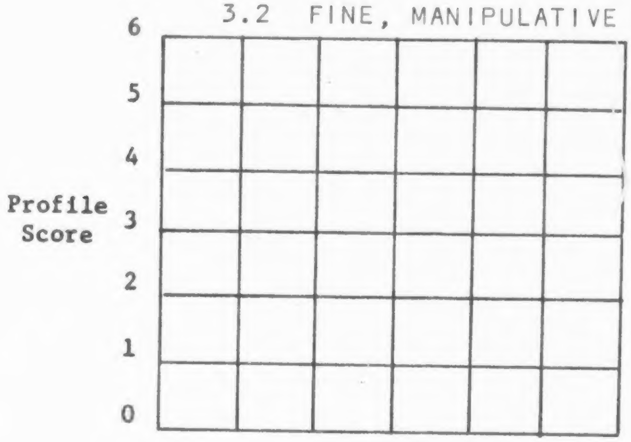
PROFILE--GROWTH AND DEVELOPMENT

3.0 MOTOR DEVELOPMENT

OSS BODY MOVEMENTS IN PLACE



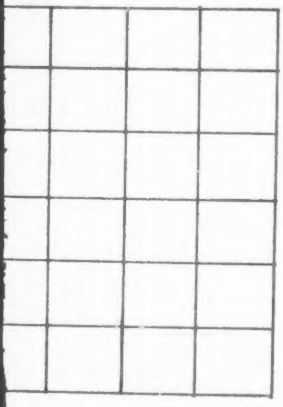
3.2 FINE, MANIPULATIVE MOVEMENTS



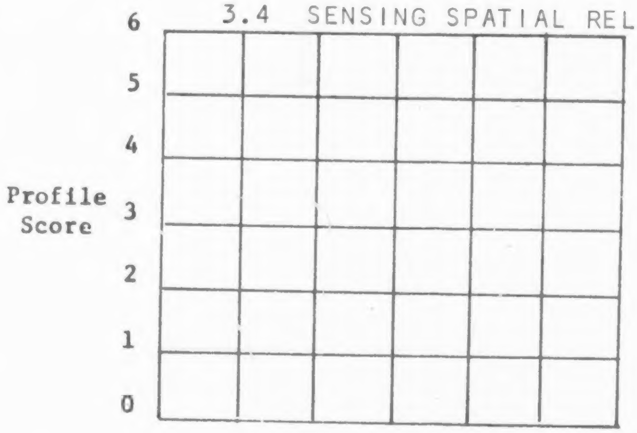
Date: ___ ___ ___ ___ ___

Recorder: ____________________

OMOTION



3.4 SENSING SPATIAL RELATIONSHIPS



Date: ___ ___ ___ ___ ___

Recorder: ____________________

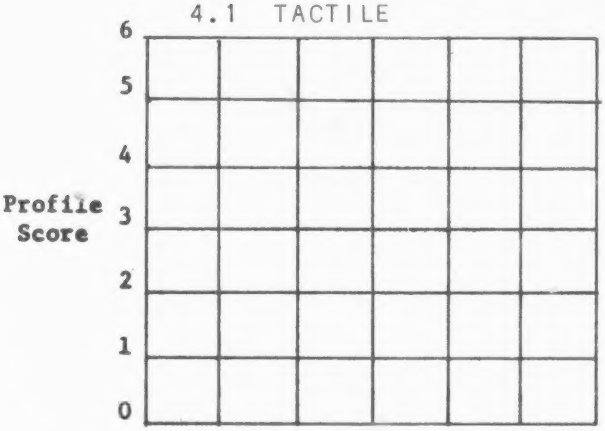
PROFILE--GROWTH AND DEVELOPMENT

4.0 PERCEPTUAL ABILITIES

Child ______________________________

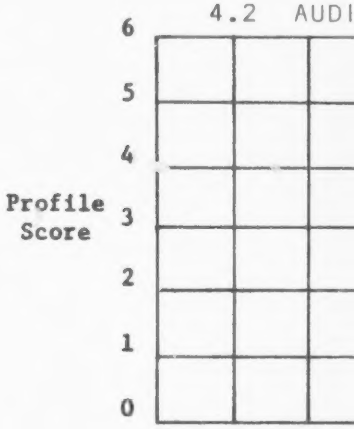
Teacher ______________________________

4.1 TACTILE



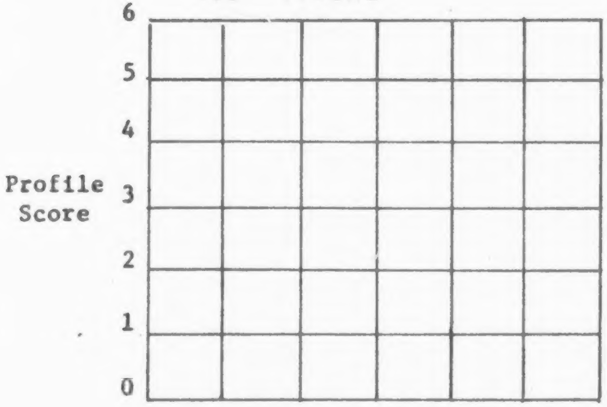
Date: ____ ____ ____ ____ ____
Recorder: ______________________________

4.2 AUDI



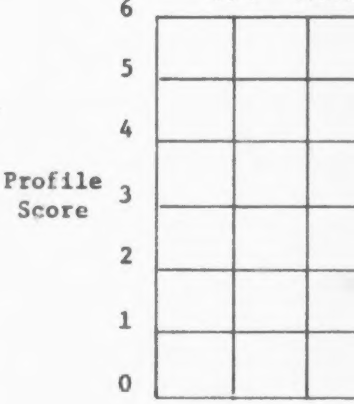
Date: ____ ____
Recorder: ____________

4.3 VISUAL



Date: ____ ____ ____ ____ ____
Recorder: ______________________________

4.4 SMEL



Date: ____ ____
Recorder: ____________

PROFILE--GROWTH AND DEVELOPMENT

4.0 PERCEPTUAL ABILITIES

ACTILE

4.2 AUDITORY

6
5
4
Profile Score 3
2
1
0

Date: ___ ___ ___ ___ ___

Recorder: ______________________

SUAL

4.4 SMELL--TASTE

6
5
4
Profile Score 3
2
1
0

Date: ___ ___ ___ ___ ___

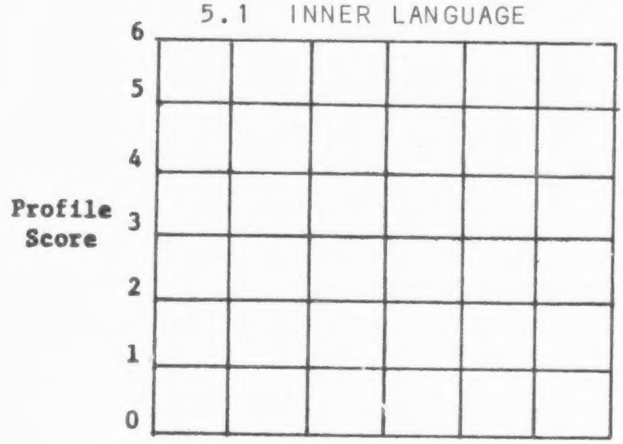
Recorder: ______________________

PROFILE--GROWTH AND DEVELOPMENT

5.0 LANGUAGE DEVELOPMENT

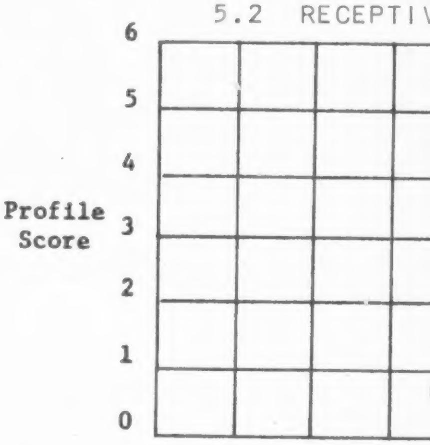
Child ______________________________

Teacher ______________________________


5.1 INNER LANGUAGE

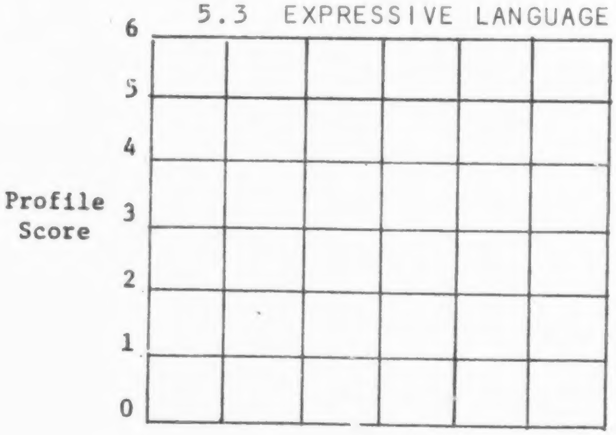
Date: ___ ___ ___ ___ ___

Recorder: ______________________________


5.2 RECEPTIV

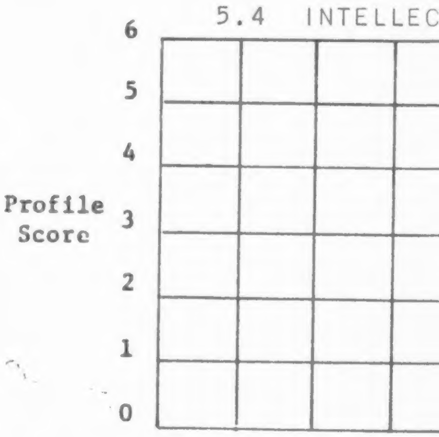
Date: ___ ___ ___

Recorder: ______________________________


5.3 EXPRESSIVE LANGUAGE

Date: ___ ___ ___ ___ ___

Recorder: ______________________________


5.4 INTELLEC

Date: ___ ___ ___

Recorder: ______________________________

PROFILE--GROWTH AND DEVELOPMENT

5.0 LANGUAGE DEVELOPMENT

LANGUAGE

— — —

5.2 RECEPTIVE LANGUAGE

6
5
4
Profile Score 3
2
1
0

Date: ___ ___ ___ ___ ___

Recorder: ______________________

IVE LANGUAGE

— — —

5.4 INTELLECTUAL ACTIVITIES

6
5
4
Profile Score 3
2
1
0

Date: ___ ___ ___ ___ ___

Recorder: ______________________

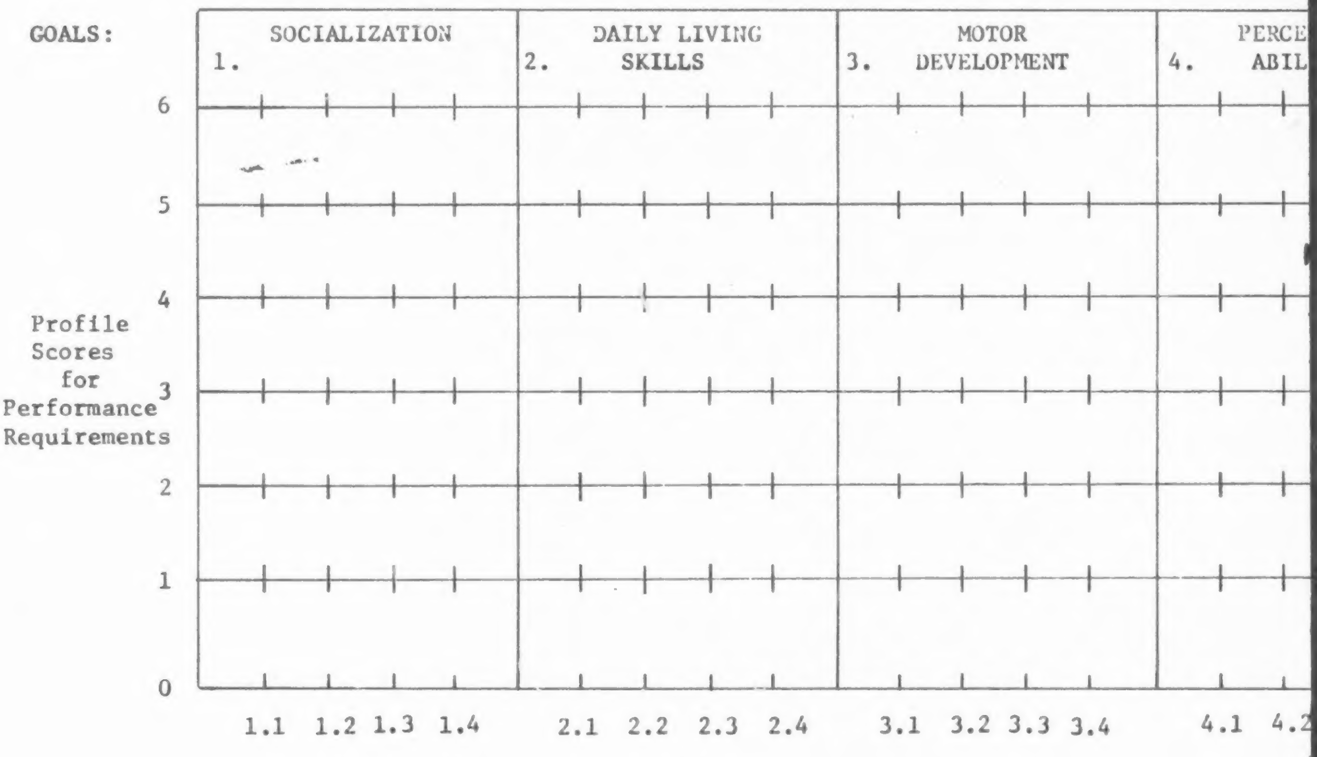
PROFILE--GROWTH AND DEVELOPMENT

SUMMARY

Child____________________________

Teacher____________________________

Blu
Re



Date: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Recorder:____

Major Handicap________________________________ Medical _____ Fun

Birthdate______________________

PROFILE--GROWTH AND DEVELOPMENT
SUMMARY

KEY

Blue -- Beginning of year data
Red -- Ending of year data

ATION	2. DAILY LIVING SKILLS	3. MOTOR DEVELOPMENT	4. PERCEPTUAL ABILITIES	5. LANGUAGE DEVELOPMENT
1.3 1.4	2.1 2.2 2.3 2.4	3.1 3.2 3.3 3.4	4.1 4.2 4.3 4.4	5.1 5.2 5.3 5.4
___ ___	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___

p______________________________ Medical _____ Functional _____

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LEARNING EXPERIENCES

TEACHING SUGGESTIONS

CONTENTS

INTRODUCTION 47

MOTOR ACTIVITIES 48

DAILY LIVING SKILL ACTIVITIES 52

VISUAL TRAINING ACTIVITIES 54

AUDITORY TRAINING ACTIVITIES 58

LANGUAGE DEVELOPMENT ACTIVITIES 60

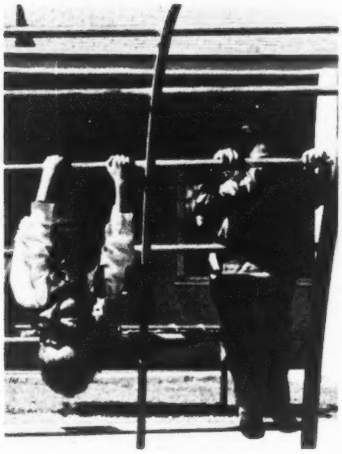
SOCIAL ACTIVITIES 68

INSIDE/OUTSIDE PLAY ACTIVITIES 71

ART ACTIVITIES 72

MUSIC ACTIVITIES 73

FIELD TRIP ACTIVITIES 75



INTRODUCTION

In the following pages are listed major activities selected as examples of learning experiences provided for the children in the East San Gabriel Valley School for Multi-Handicapped Children.

For purposes of convenience, the activities have been classified in ten areas as listed in the table of contents. These categories represent areas on which major focus is placed for meeting the stated performance objectives. Obviously, the child learns not only a motor skill during motor activities, but gains in social, auditory, visual, and language development as well. In most cases, cross-reference notes have been made.

In early developmental stages, distinguishing an activity, per se, from the objectives is sometimes difficult. For example, to meet an objective for the child to demonstrate his ability in discriminating between gross sounds, one activity becomes hearing and discriminating gross sounds. His response gives indication of how he discriminates. As a means of resolving the dilemma, a major heading of Learning Experiences has been used. As parts of this, Activities and Child Responses, together with Equipment needed, have been listed.

Teaching Suggestions are no more than that. They are not intended to be a complete statement of instructional procedures. Neither is this section a full curriculum guide nor a recipe book. The staff has a firm conviction that activities and methods must be selected in accordance with the needs of the child at any given period in time. To set up activity and method recipes for each level in the Profile Scales would violate the entire purpose of program planning. Learning experiences must be derived for each child and each group according to present status and to future desired outcome. Any other procedure places the performance requirements, an evaluative tool, in central focus instead of the child who should always be the center of any educational process.

1. MOTOR ACTIVITIES

OBJECTIVES: Motor, Perceptual, Language, and Social D

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugge

General procedures include demonstration, physical assistance, imitation and appropriate rhythm for many of these activities.

Activities	Equipment	Child Response	Teaching Sugge
Pushing-pulling, rocking-horse	Mats (grass)		Push-ups. Put hands down, pu stride-sitting hands. Altern
Sitting			Hold in place situations.
Rolling	Bobath Ball		Roll over Boba roll. Put chi
Crawling		After decreasing amounts of adult manipulation and assistance, perform the movements by himself.	Place on hands and attempt to arm and leg to
Kneeling, half-kneel			Place child in lessen amount
Rocking on back			One person--gr rock self.
on stomach			Place hands of him back and f When child has on his ankles sure buttocks air.
Somersault			Give support a
Angels in the Snow			Initially assi
Locomotor			
Starting/ stopping	Record or piano	Starts motion when music starts; stops when music stops.	Using an acti as rolling, c Command him t stop music.

OBJECTIVES: Motor, Perceptual, Language, and Social Development

ing Experiences pment	Child Response	Teaching Suggestions
s include demonstration, physical assistance, imitation and repetition. Use music with n for many of these activities.		
s (grass)		Push-ups. Put in prone position on mat. Hold hands down, pull shoulders up. Two people stride-sitting, legs locked under knees, hold hands. Alternate pulling up and lying down.
		Hold in place in a variety of postures and situations.
th Ball		Roll over Bobath Ball. Put child on mat and roll. Put child in big round barrel.
		Place on hands and knees. Get down with child and attempt to move him along, using opposite arm and leg to simulate movement, "patterning."
	After decreasing amounts of adult manipulation and assistance, perform the movements by himself.	Place child in position. Hold. Gradually lessen amount of hold.
		One person--grasp and lock hands under knees; rock self.
		Place hands of child in middle of back and rock him back and forth, one adult on each side. When child has learned to relax, hold his hand on his ankles and rock him back and forth. Be sure buttocks are down and not arched in the air.
		Give support and power at first.
		Initially assist with positions.
rd or o	Starts motion when music starts; stops when music stops.	Using an activity that the child can do, such as rolling, command him to start and start him. Command him to stop and stop him. Start and stop music.

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugges
Walking	Small chairs, stools, stick, rope		When child can him walk by pus Later give him rope. Graduall you and the rop
	Textured surfaces		Later give him by himself. Us walking with on walk; between r on a variety of slants; on big prints on the f
	Drum	Walks in rhythm to the drum beat.	Beat drum accor walking. Then change in child'
Balancing	2"x4" walking beam		Have child walk then on rise. without assista
Climbing	Stairs, jungle gym, ladders		Give cues and as stairs. Later
Running	Various "extras" for fun and feeling	Runs with another; first teacher, then another child.	Pull child throu ally lessen your himself. Have c
	Pinwheels, string, crepe, scarf		Have child run h strip of crepe,
			Tie a string acr with string pass
			Run to a goal: gate--can see ou
			Run under, over,

earning Experiences Equipment	Child Response	Teaching Suggestions
Small chairs, stools, stick, rope		When child can maintain standing balance, have him walk by pushing a small chair or stool. Later give him a hand, then a stick, then a rope. Gradually lengthen the distance between you and the rope.
Textured surfaces		Later give him a small piece of rope to hold by himself. Use a variety of experiences: walking with one foot on grass; one on sidewalk; between rungs on a ladder on the floor; on a variety of textures--hard and soft; on slants; on big reflective fluorescent footprints on the floor, i.e., Dark Room.
Drum	Walks in rhythm to the drum beat.	Beat drum according to child's own rhythm of walking. Then change rhythm to facilitate a change in child's walking pattern.
2"x4" walking beam		Have child walk heel to toe, first on ground then on rise. Hold on to stick first, then without assistance.
Stairs, jungle gym, ladders		Give cues and assist child to go up and down stairs. Later use jungle gym and ladders.
Various "extras" for fun and feeling	Runs with another; first teacher, then another child.	Pull child through space while you run. Gradually lessen your pull until he can run by himself. Have children run together.
Pinwheels, string, crepe, scarf		Have child run holding a pinwheel, string, strip of crepe, scarf. Move arms.
		Tie a string across the room; have child run with string passing through hand.
		Run to a goal: window--can see himself; gate--can see out.
		Run under, over, and through objects.

1. MOTOR ACTIVITIES

Activities	Learning Experiences Equipment	Child Response	Teaching Suggest
Running	Drum, rhythm sticks, or piano	Runs to music accompaniment.	Take child's han speed.
			Let go of child' beating the runn
			Beat rhythm whil
Jumping	Large inner tube, trampoline, springboard	Jumps with help, then alone.	Have child watch lift him as he j inner tube, tram gives a better s jumping on a har
			Emphasize bendin
	Drum, rhythm sticks, or piano	Jumps to musical accompaniment.	Demonstrate by rhythm to jumpin
Hopping			Demonstrate hopp for balance and and child's legs
Skipping	Drums, rhythm sticks, or piano	Skips to musical accompaniment.	Demonstrate. He performing with left foot step- what is intende
			Demonstrate; pi other tempos.
Small muscle coordination Finger movement		Experiments with a variety of finger movements.	Demonstrate and seeing what our

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See Art and Daily Living Skills activities, as well as Visual Training. See, also, Indoor/Outdoor Playground classification.

VITIES

Learning Experiences Equipment	Child Response	Teaching Suggestions
Drum, rhythm sticks, or piano	Runs to music accompaniment.	Take child's hand and run with him; go at his speed.
		Let go of child's hand, and run with him while beating the running rhythm on the drum.
		Beat rhythm while child runs alone.
Large inner tube, trampoline, springboard	Jumps with help, then alone.	Have child watch others jump. Hold child and lift him as he jumps. Jumping on a large inner tube, trampoline, or springboard at first gives a better sense of spring or lift than jumping on a hard surface.
		Emphasize bending knees and pushing with feet.
Drum, rhythm sticks, or piano	Jumps to musical accompaniment.	Demonstrate by jumping with child. Change rhythm to jumping sound.
		Demonstrate hopping to child; use parallel bars for balance and support. Help by holding child and child's legs while he hops.
Drums, rhythm sticks, or piano	Skips to musical accompaniment.	Demonstrate. Help by holding child's hand and performing with him a right foot step-hop and left foot step-hop. When he has some idea of what is intended, use music.
		Demonstrate; pick up child's rhythm. Change to other tempos.
nt	Experiments with a variety of finger movements.	Demonstrate and encourage finger play, i.e., seeing what our fingers can do.

Daily Living Skills activities, as well as
ning. See, also, Indoor/Outdoor Playground
ion.

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Suggestic
Squeezing/ releasing	Variety of soft resilient objects		Demonstrate. Use Place your hand ov saying instructio
Throwing	Various kinds of balls, bean bags		Use cloth, or rubb person behind chil another person.
	Wastebasket, Tootie net	Throws objects into container.	Assist child in in tance and/or heigh success and challe
Catching	Fleece, rubber balls		Show child hand an catching. Encoura object when he fee and hardness of ba factor.
Hitting/ batting	Light bats, large, soft balls, tether ball		Place child's hand bat (right hand to harder). Pitch wi to watch the ball.
Kicking	Medium and large balls		Use of right and l Then, a running ki
Spatial awareness, swinging	"Tube" of stretch jersey, 6' long	Experiences sense of moving through space.	Place child in str
Maze	Objects in a variety of sizes, shapes, textures		Use stairs, textur cline, box with ho boxes, tunnel--var for child to move over.

ning Experiences uipment	Child Response	Teaching Suggestions
riety of soft silient jects		Demonstrate. Use clay, clutch-ball, bean bag. Place your hand over his; squeeze and release, saying instructions.
rious kinds of lls, bean bags		Use cloth, or rubber ball, or bean bag. One person behind child helps him throw it to another person.
stebasket, otie net	Throws objects into container.	Assist child in initial actions. Adjust distance and/or height of container according to success and challenge factor.
eece, rubber lls		Show child hand and arm positions. Assist in catching. Encourage him to grab or squeeze object when he feels it. Adjust distance, size, and hardness of balls according to success factor.
ght bats, large, t balls, her ball		Place child's hands properly on light, small bat (right hand toward end of bat for right hander). Pitch wiffle ball. Assist. Tell him to watch the ball.
dium and large lls		Use of right and left feet in standing kicks. Then, a running kick.
be" of stretch sey, 6' long	Experiences sense of moving through space.	Place child in stretch material and swing him.
ects in a iety of sizes, pes, textures		Use stairs, texture boxes, walking beam, incline, box with hole, door mat, large cardboard boxes, tunnel--various sizes, shapes, textures, for child to move through, crawl, and climb over.

2. DAILY LIVING SKILL ACTIVITIES

OBJECTIVES: Self-care, Perceptual, Language, Conceptual Dev

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestions
Undressing/ dressing			Adult dresses and un appropriate position firm approach, and m
		Goes through motions until he can perform by himself.	Child is put through cle of clothing and position for putting anced against a wall bar, a chair, or a t should not be lying with his ability to buttons, zippers, la eners, use Montesso
			Should locate the a with his eyes, with bal and/or manual c dicate his part in t sweater; tap his ar
Washing hands and face		Same as above.	Same type of procedu assistance in turni washing hands and f soap bubble play.
Singing or chanting while doing activity	"Make believe" or real soap, comb, towel	Associates language with body parts and articles.	Sing or chant, "Thi face, wash our face the morning." Use dressing, and washi
Eating	Food items	Goes through eating routines. Responds verbally and/or manually, then begins to eat and drink.	Establish consisten hands, get food, si away, wash.
			Say "eat" ("cookie, Repeat command. Gi
			Some children may gum rubbing, ice, w

IVITIES

OBJECTIVES: Self-care, Perceptual, Language, Conceptual Development

xperiences nt	Child Response	Teaching Suggestions
		Adult dresses and undresses the child while in appropriate positions. Use a consistent and firm approach, and maintain a routine time.
	Goes through motions until he can perform by himself.	Child is put through the motions of each article of clothing and his body is put into position for putting on or off. May be balanced against a wall, holding on to a parallel bar, a chair, or a table. May be sitting. (He should not be lying because this interferes with his ability to assist.) For practice on buttons, zippers, lacing, and other type fasteners, use Montessori type boards.
		Should locate the article of clothing first with his eyes, with his hands, and then a verbal and/or manual clue should be given to indicate his part in the activity--show him his sweater; tap his arm.
	Same as above.	Same type of procedure gradually giving less assistance in turning water on/off, lathering, washing hands and face, drying. Water and soap bubble play.
lieve" soap, el	Associates language with body parts and articles.	Sing or chant, "This is the way we wash our face, wash our face, wash our face so early in the morning." Use variations for undressing, dressing, and washing activities.
ns	Goes through eating routines. Responds verbally and/or manually, then begins to eat and drink.	Establish consistent routine: potty and wash hands, get food, sit at table, eat, put lunch away, wash.
		Say "eat" ("cookie," "drink"), and sign on self. Repeat command. Give manual assistance in eating.
		Some children may need oral stimulation, e.g., gum rubbing, ice, water pick.

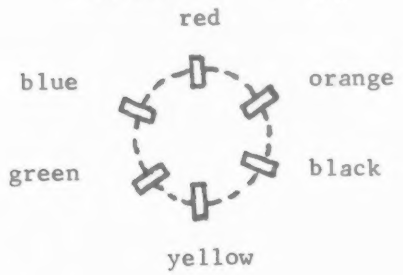
	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sug
Eating		Smells and tastes. Distinguishes between hot and cold temperatures, and tolerates rough and soft texture.	Working with tive than wo Bring in spi sweet, bitte
Toileting		Eliminates according to routine. Makes needs known.	Establish ro child. Init note differe ing needs.

ing Experiences ipment	Child Response	Teaching Suggestions
	Smells and tastes. Distinguishes between hot and cold temperatures, and tolerates rough and soft texture.	Working with a group is generally more effective than working with an individual. Bring in spices, fruits, vegetables; sour, sweet, bitter taste.
	Eliminates according to routine. Makes needs known.	Establish routine based on timing for individual child. Initially, a potty chart may be helpful. Note different mannerisms of child's expressing needs.

3. VISUAL TRAINING ACTIVITIES

OBJECTIVES: Visual (and Tactile) Perceptual, Language a

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestion
Dark Room Focusing on a stationary light source	Light sources; candle, flashlight	Attends and tolerates light. Makes some kind of reaction when light is on face.	Use pen light, flas directly into child off.
Matching	Balls; pairs of objects	Picks up ball; puts two balls together.	Use tensor lamp, re Focus light on obje of vision), and say
Tracking a moving light source	Light sources; overhead projector	Follows moving light with eyes, head.	Move light source, a moving sequential jector is useful.
Focusing on other kinds of visual stimuli		Can focus on T.V. screen rather than on light on top of T.V. set.	Reinforce with voic "pay attention" sig
		Gives some kind of reactions to stimulus, stationary and moving.	
Matching visual stimuli	Pairs of visual objects	Matches visual objects.	Use colored lights, Give child one of p
	Strips of tape (various colors), placed in a circle	Jumps to appropriate color square.	Teacher says, "Star round until you lan tinue until all col once. Have class c response is given.

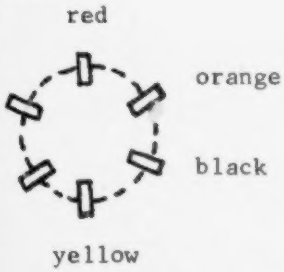


See, also, activities for Language Developm[illegible]

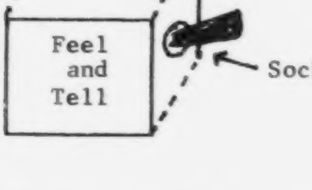
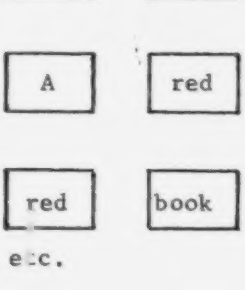
ACTIVITIES

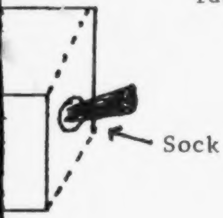
OBJECTIVES: Visual (and Tactile) Perceptual, Language and Conceptual Development

rning Experiences quipment	Child Response	Teaching Suggestions
ight sources; andle, flash- ight	Attends and tolerates light. Makes some kind of reaction when light is on face.	Use pen light, flashlight, candle. Shine directly into child's face. Flash light on--off.
alls; pairs of bjects	Picks up ball; puts two balls together.	Use tensor lamp, reading lamp with rheostat. Focus light on object--ball (to restrict area of vision), and say word "ball," "pick it up."
ight sources; verhead pro- ector	Follows moving light with eyes, head.	Move light source, or turn light on and off in a moving sequential pattern. Overhead projector is useful.
	Can focus on T.V. screen rather than on light on top of T.V. set.	Reinforce with voice commands: use, "look" or "pay attention" sign; turn head.
	Gives some kind of reactions to stimulus, stationary and moving.	
airs of visual bjects	Matches visual objects.	Use colored lights, pictures, colors, shapes. Give child one of pair.
trips of tape (various colors), laced in a ircle	Jumps to appropriate color square.	Teacher says, "Start on red square. Jump around until you land on green square." Continue until all colors have been stepped on once. Have class clap for child when correct response is given.



vities for Language Development.

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestions
Matching visual stimuli Selecting/ matching			
"Feel and Tell Box"	Box with hole in the front for sock to be inserted; top cut open on three sides; or, cloth bag, various objects 	Feels objects and responds appropriately, pulling out correct object. Tries to say name or sign object; or matches with an identical object.	Place two different ob to feel inside box and ject. Include two or m Progress--pull out the softer, colder, hotter May use matched pairs-- side box.
"Concentration Game"	Display board, tags with pictures, colors, words, letters 	Chooses a tag from column one; then tries to find match on column two. If he succeeds, gets another turn.	Teacher places tags on in each column. Asks c the same tag from each

Experiences nt	Child Response	Teaching Suggestions
h hole in nt for sock nserted; open on ides; or, ag, various  	Feels objects and responds appropriately, pulling out correct object. Tries to say name or sign object; or matches with an identical object.	Place two different objects in box. Tell child to feel inside box and pull out a specific object. Include two or more objects in box. Progress--pull out the bigger, smaller, harder, softer, colder, hotter object. May use matched pairs--one inside and one outside box.
board, th pictures, words, A red book	Chooses a tag from column one; then tries to find match on column two. If he succeeds, gets another turn.	Teacher places tags on board, one of each kind in each column. Asks child to stand and choose the same tag from each column.

3. VISUAL TRAINING ACTIVITIES

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestions
Discriminating visual stimuli	Peg boards, form boards, puzzles, boxes, stacking cones	Selects objects, colors, shapes.	
Attention "Pass It On"	Scarves, toys, plastic rings, triangles, circles	Feels and looks at colorful objects tied on rope of scarves. Passes objects left to right as they come to him.	Use 20 colorful scar circles, triangles-- Arrange in large cir Items must be lightw
Shape, form, relationships	Black background with center divider. Common objects in round or square shapes; i.e., cookies, discs, blocks, jar tops, crackers. Large square and circle made of brightly colored paper	Places round or square object in appropriate section.	Have child trace sha language; then have object in circle of common square objec paper. Give assista
	Overhead projector. Transparencies of geometric shapes. Objects roughly the same as the geometric shapes	Puts object over the projected shape on the wall.	Teacher projects geo move them into diffe
Directing visual attention		Locates an object and goes to it.	Turn head; reinforce
Using vision effectively		Adjusts to hazards and objects in path.	Encourage child to m

G ACTIVITIES

earning Experiences Equipment	Child Response	Teaching Suggestions
Peg boards, form boards, puzzles, boxes, stacking cones	Selects objects, colors, shapes.	
Scarves, toys, plastic rings, triangles, circles	Feels and looks at colorful objects tied on rope of scarves. Passes objects left to right as they come to him.	Use 20 colorful scarves. Tie on a toy, blocks, circles, triangles--all of different colors. Arrange in large circle and play, "Pass It On." Items must be lightweight.
Black background with center divider. Common objects in round or square shapes; i.e., cookies, discs, blocks, jar tops, crackers. Large square and circle made of brightly colored paper	Places round or square object in appropriate section.	Have child trace shape; give him appropriate language; then have him place common round object in circle of colored paper, then a common square object in square of colored paper. Give assistance as needed.
Overhead projector. Transparencies of geometric shapes. Objects roughly the same as the geometric shapes	Puts object over the projected shape on the wall.	Teacher projects geometric shapes on wall. Can move them into different positions.
	Locates an object and goes to it.	Turn head; reinforce with voice commands.
	Adjusts to hazards and objects in path.	Encourage child to move around objects.

3. VISUAL TRAINING ACTIVITIES (also, Ta

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestio
Using vision effectively Gross (large) to fine (small) visual orientation		Looks, instead of feels.	Provide varied and
Tactile discrimination	Display board and various pieces of textured materials	Matches his piece to the matching one on the board.	Place a series of Give child a piece Start with a small then increase the periences. Be sure well as visual perc

ing Experiences ipment	Child Response	Teaching Suggestions
	Looks, instead of feels.	Provide varied and colorful stimuli.
play board and ious pieces of tured erials	Matches his piece to the matching one on the board.	Place a series of textured pieces on a board. Give child a piece matching one on the board. Start with a small number on the board, and then increase the number of discrimination experiences. Be sure child is using tactile as well as visual perceptions.

4. AUDITORY TRAINING ACTIVITIES

OBJECTIVES: Auditory Perception, Language Dev

Activities	Learning Experiences Equipment	Child Response	Teachi
Use auditory trainers (individual and group). Check hearing aids fo			
Exploring sounds	Have available many noise makers and instruments for free exploration	Makes some kind of response to sound. May pick up a noise maker or instrument and make sounds.	
Sound localization	Dark room, flashlight, sound source	Turns to stimuli.	Make s decrea ences.
Discriminating gross sounds; making different sounds	Records, drum, bell, tambourine	Attends and listens. On/off--raises arm when record is started; puts hand on table when music stops.	Play r ing ch himsel
		Beats drum, rings bell, shakes tambourine.	Hold d once; the be beat. or off and fo
Matching sounds	Oscilloscope	Makes sound; vocalizes. Watches line on oscilloscope; will vocalize again to have a change in scope.	Imitat
		Beats drum, rings bell alternately.	Tap dr and a bell; gettin it on
			Add a proced

TRAINING ACTIVITIES

OBJECTIVES: Auditory Perception, Language Development

	Learning Experiences Equipment	Child Response	Teaching Suggestions
tory trainers (individual and group). Check hearing aids for proper functioning.			
nds	Have available many noise makers and instruments for free exploration	Makes some kind of response to sound. May pick up a noise maker or instrument and make sounds.	
	Dark room, flashlight, sound source	Turns to stimuli.	Make sound and light the source. Gradually decrease amount of light on subsequent experiences.
g ent	Records, drum, bell, tambourine	Attends and listens. On/off--raises arm when record is started; puts hand on table when music stops.	Play recording; starting and stopping, assisting child until he can respond correctly by himself.
		Beats drum, rings bell, shakes tambourine.	Hold drum in view of child, and beat the drum once; take child's hand and have him answer the beat. Repeat until child has feel of the beat. Reinforcing with light under drum (on or off with beat) may help. Ring large bell and follow same procedure.
s	Oscilloscope	Makes sound; vocalizes. Watches line on oscilloscope; will vocalize again to have a change in scope.	Imitate child's sounds.
		Beats drum, rings bell alternately.	Tap drum once; ring bell. Give child a drum and a bell. Teacher taps her drum and rings bell; have child do same on his. Assist in getting a correct response until child can do it on his own. Add a third instrument--tambourine. Repeat procedure.

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Suggesti
Listening to: Animal sounds		Initially, any response to any sound is acceptable, such as smiling to one sound and not to another. Makes sounds; mimics.	Make sounds: bow gobble, ouch-ouch tweet.
Human sounds		Will try to imitate.	Cough, sneeze, la (anger), cry, ow
Environmental sounds	Talking dolls, squeaky rubber toys, musical toys, tops, push-pull toys, drums, horns, tambourine, records	Mimics familiar sounds. Matches sounds: knock to knock.	Knock, tap, falli siren, tearing pa auto horn; hammer closing a door; c
Discriminates fine sounds	Drum, tambourine	Moves toward a loud drum beat and away on a soft drum beat.	Reinforce with vo
Making sounds of loud-soft intensity	Various instruments	Matches loud-soft sounds; drum.	Use voice or inst voice, then quiet loud, then soft i
Making rhythm variations of slow-fast accent	Drum and piano	May vary response. Moves hands slowly or fast according to rhythm. Walks to rhythm.	Play slow rhythm, 1,2,3,4; 1,2,3,. as he walks or mo
Making sounds of high-low pitch	Piano	Stoops or puts hands down low. Stands up or puts hands up high.	Play notes in low in high register

earning Experiences Equipment	Child Response	Teaching Suggestions
	Initially, any response to any sound is acceptable, such as smiling to one sound and not to another. Makes sounds; mimics.	Make sounds: bow-wow, quack-quack, gobble gobble, ouch-ouch, baa baa, peep peep, tweet tweet.
	Will try to imitate.	Cough, sneeze, laugh, whisper, hum, sing, shout (anger), cry, ow ow (pain).
Talking dolls, squeaky rubber toys, musical toys, tops, push-pull toys, drums, horns, tambourine, records	Mimics familiar sounds. Matches sounds: knock to knock.	Knock, tap, falling chair, school fire bell, siren, tearing paper, passing airplane, truck, auto horn; hammering a nail, running water, closing a door; clock, watch tick.
Drum, tambourine	Moves toward a loud drum beat and away on a soft drum beat.	Reinforce with voice commands.
Various instruments	Matches loud-soft sounds; drum.	Use voice or instruments. Speak in a loud voice, then quietly. Play an instrument with loud, then soft intensity.
Drum and piano	May vary response. Moves hands slowly or fast according to rhythm. Walks to rhythm.	Play slow rhythm, then fast rhythm. Accent 1,2,3,4; 1,2,3,. Pick up the child's rhythm as he walks or moves body.
Piano	Stoops or puts hands down low. Stands up or puts hands up high.	Play notes in low register of piano. Play notes in high register of piano.

5. LANGUAGE DEVELOPMENT ACTIVITIES

OBJECTIVES: Language, Visual Perception, Motor Devel

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugg
Consistent repetition of all activities, situations, words, and phrases	Touch-on stickers; colored dots	Chooses own things.	Color code ar e.g., clothes placemat, dru
		Sticks dot on part of body named or sung ("my head").	Mimic while e touch-sticker
Activities to develop memory function of inner language, and to reinforce self-image	Tape, child's pictures	Hangs a picture he has made each day in a designated section of the room. Takes home his art work each week.	Assist child level. Occas attention to
		Walks to and from bus alone.	Give language walking to an
		Goes to particular places in room, or to another room, e.g., table in room for lunch, art room for art, at the correct time.	For beginning correct direc place without
	Tables of different shapes: square, rectangular, round, kidney. Chairs	Walks around table; feels it; sits on it; sits on chair at table.	Show and sugg of table. Us "chair goes u
Imaginative play	Large doll house with movable furniture	Sets up house as he wishes to arrange it.	Talk about ea puts in house higher levels

ENT ACTIVITIES

OBJECTIVES: Language, Visual Perception, Motor Development, and Socialization

ning Experiences uipment	Child Response	Teaching Suggestions
uch-on stick- s; colored ts	Chooses own things.	Color code articles for each child in class, e.g., clothes bin, hair brush, wash cloth, placemat, drumsticks.
	Sticks dot on part of body named or sung ("my head").	Mimic while exploring body parts, using words, touch-stickers. Sing.
pe, child's ctures	Hangs a picture he has made each day in a designated section of the room. Takes home his art work each week.	Assist child to hang his picture at his eye level. Occasionally, during the day, call his attention to the picture.
	Walks to and from bus alone.	Give language as child gets off and on bus; walking to and from school.
	Goes to particular places in room, or to another room, e.g., table in room for lunch, art room for art, at the correct time.	For beginning learning, help child to go in correct direction and to arrive at intended place without error.
les of dif- ent shapes: are, rectan- ar, round, ney. Chairs	Walks around table; feels it; sits on it; sits on chair at table.	Show and suggest activities to enhance concept of table. Use words: "table," "chair," "chair goes under the table."
ge doll house h movable niture	Sets up house as he wishes to arrange it.	Talk about each room. Name furniture child puts in house. Activity can be sequenced to higher levels.

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestion
Water play	Bins filled with water. Floating toys and articles	Splashes, floats toys.	Encourage explorati language.
Creative exploration	Multitude of miscellaneous material in one category	Free exploration with materials.	Assist child to exp made. Topics: col musical instruments
Sameness and difference	Many of one category, and single unit of something different	Removes the different thing.	Present all one cat item.
Activities that develop the perception and function of receptive language		Free play with objects, toys, and other children, indoors and on playground.	Follow similar sch day to begin learn
	Putting ring on stick	Looks at sign, grasps ring, holds, and replaces in board.	Hand ring to child, stick," while manua
	Peg board	Pulls peg out of board, holds, and replaces in board.	Sign and say, "Take put it on the table back in the puzzle he can do act alone
			Movies, filmstrips, ren in activities
Name games	Wall pocket chart; name cards which can be hung around the neck	When knows own name, goes to chart, pulls off own name card and puts it on.	Introduce children tell them the name group. Can use wr have other childre

Learning Experiences Equipment	Child Response	Teaching Suggestions
Bins filled with water. Floating toys and articles	Splashes, floats toys.	Encourage exploration. Give appropriate language.
Multitude of miscellaneous material in one category	Free exploration with materials.	Assist child to explore if no initiation is made. Topics: colors, wheels, shoes, shapes, musical instruments, etc.
Many of one category, and single unit of something different	Removes the different thing.	Present all one category, plus one different item.
	Free play with objects, toys, and other children, indoors and on playground.	Follow similar schedule of activities each day to begin learning the concept of time.
Putting ring on stick	Looks at sign, grasps ring, holds, and replaces in board.	Hand ring to child, tell him to "Put it on the stick," while manually signing him to do so.
Peg board	Pulls peg out of board, holds, and replaces in board.	Sign and say, "Take out the circle (square), put it on the table. Put the square (circle) back in the puzzle." Guide child's hand until he can do act alone.
		Movies, filmstrips, and pictures of the children in activities help in developing recall.
Wall pocket chart; name cards which can be hung around the neck	When knows own name, goes to chart, pulls off own name card and puts it on.	Introduce children to their name cards, and tell them the names of other children in the group. Can use wrong name for a child and have other children correct the error.

5. LANGUAGE DEVELOPMENT ACTIVITIES

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugges
Name game	Envelopes with names of children	Puts cards on classmates and teacher. Gets envelope, pulls out surprise and shows to class.	Fill envelope w toy.
	Alphabet blocks	Identifies his name. May change blocks and rearrange in horizontal, vertical, circular patterns.	Set up blocks t must pick out t in rearranging
Appropriate action to signs and verbal commands		Performs acts on command; stand up, sit down, get up, get down; stop, go; come in, go out; go play.	Give sign and v Give physical a Repeat procedur commands firm.
	Various objects	Puts (it) in the (box); in-out; on-off; puts (it) on the (table); on-off.	
Related verbalization and manual signs to object and action	Ball	Sees ball, allows hand to be manipulated in sign; then reaches for ball. Pushes ball back.	Show sign and s "roll the ball."
	Bell	Hears and sees bell, makes bell sign, reaches and rings bell.	Say "bell" and late child's ha for: shoe, soc
Reinforce other activities		Motor activities: jumping, climbing, swinging, etc. Eating skills: eating--cookies, candy. Drinking.	Work for progre commands to sel

MENT ACTIVITIES

rning Experiences quipment	Child Response	Teaching Suggestions
nvelopes with ames of hildren	Puts cards on classmates and teacher. Gets envelope, pulls out surprise and shows to class.	Fill envelope with cookie, candy, or a little toy.
lphabet blocks	Identifies his name. May change blocks and rearrange in horizontal, vertical, circular patterns.	Set up blocks to spell child's name. Children must pick out their own sets. Give assistance in rearranging patterns of blocks.
	Performs acts on command; stand up, sit down, get up, get down; stop, go; come in, go out; go play.	Give sign and verbal command simultaneously. Give physical assistance as long as needed. Repeat procedures for reinforcement. Make commands firm.
rious objects	Puts (it) in the (box); in-out; on-off; puts (it) on the (table); on-off.	
ll	Sees ball, allows hand to be manipulated in sign; then reaches for ball. Pushes ball back.	Show sign and say "ball." Roll ball and say "roll the ball."
ll	Hears and sees bell, makes bell sign, reaches and rings bell.	Say "bell" and ring bell into mike. Manipulate child's hands into "bell" sign. Similar for: shoe, socks, baby doll, boat, bubble.
	Motor activities: jumping, climbing, swinging, etc. Eating skills: eating--cookies, candy. Drinking.	Work for progress from assistance at time of commands to self-action at the command.

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Suggest
Spatial opposites "Under"	Name cards, string line, picture, lightweight pole or stick, table, ball, clay, rope	Responds to directions.	Give sign for und card. Hang chil Have children: p card; stand under ball under a held roll a little bal a clear bottle (c under feet while
"Over"	Lightweight stick, table, ball, barrel, rope	Responds to directions.	Give sign for ove card. Have child elevated stick; t head; throw a bal go over the barre
Tactile perception Rough, smooth	Rough objects: brushes, sandpaper, screenboard, stucco wall Smooth objects: plastic bag, window pane, door knob	Feels objects; demonstrates likes or dislikes of textures. Discriminates between rough and smooth objects; attempts to say "rough" or "smooth."	Introduce object try to distinguis Do not introduce time; two are usu
"Feel Bag"	Cloth bag on hangar. Several objects of distinct textures	Locates objects in bag and takes out object of choice.	Show and let chil age free explorat
		Locates object by sign or word.	Give sign and say
Food preparation	Minimal: toaster, bread, butter, knife	Learns to make toast, spread with butter, and eat the toast.	Teach the names o and changes that Continue with all relevant language parents.

arning Experiences Equipment	Child Response	Teaching Suggestions
Name cards, string line, picture, lightweight pole or stick, table, ball, clay, rope	Responds to directions.	Give sign for under; verbalize, show word on a card. Hang children's names on string line. Have children: place picture under the name card; stand under the picture and name; throw ball under a held stick; crawl under the table; roll a little ball of clay and place it under a clear bottle (can be seen). Throw rope under feet while child jumps.
Lightweight stick, table, ball, barrel, rope	Responds to directions.	Give sign for over; verbalize, show word on a card. Have children: walk over a slightly elevated stick; throw a ball over the child's head; throw a ball over another child's head; go over the barrel; throw rope over head.
Rough objects: brushes, sandpaper, screenboard, stucco wall Smooth objects: plastic bag, window pane, door knob	Feels objects; demonstrates likes or dislikes of textures. Discriminates between rough and smooth objects; attempts to say "rough" or "smooth."	Introduce objects. Have child touch them and try to distinguish between "rough" and "smooth." Do not introduce too many new objects at one time; two are usually sufficient.
Cloth bag on hangar. Several bjects of dis- inct textures	Locates objects in bag and takes out object of choice.	Show and let children feel one object. Encourage free exploration in the bag.
	Locates object by sign or word.	Give sign and say name of texture and object.
Minimal: toaster, bread, butter, knife	Learns to make toast, spread with butter, and eat the toast.	Teach the names of the foods, how to prepare, and changes that occur during preparation. Continue with all of their favorite foods. Use relevant language useful to the child and parents.

5. LANGUAGE DEVELOPMENT ACTIVITIES

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestion
Matching and selecting	Form boards, paper, objects, crayons	Matching like to like. Matches colors: red to red; blue to blue. Matches objects: car to identical car. Matches object to picture: car to picture of car.	Have different text
	Cardboard box with slot in lid to insert picture	Selects object pictured on lid of box from among other items in a box.	Place box at eye le child can easily se for child to be sta number of objects;
	Circles, squares, triangles	Geometric shapes, numbers: 1 with 1 car 2 with 2 airplanes 3 with 3 crayons, etc. Repeat number of sounds on drum.	Later, add more com
	Numbers and pictures	Match word, "one" to "1."	
		Locates own things; own place.	Label equipment, cha use yarn, glitter fo chair, table place. card, and say, "Find
Lip reading		Identifies and responds to his name and those of familiar objects.	Say child's name and
		Sees word "dog;" points to picture of dog. Sees word "dog;" points to word "dog."	Say "dog."

ACTIVITIES

Experiences ent	Child Response	Teaching Suggestions
oards, objects, s	Matching like to like. Matches colors: red to red; blue to blue. Matches objects: car to identical car. Matches object to picture: car to picture of car.	Have different textures and sizes of objects.
ard box lot in lid ert picture	Selects object pictured on lid of box from among other items in a box.	Place box at eye level so when lid goes up child can easily see picture. Usually better for child to be standing. Start with small number of objects; later, add more.
s, squares, les	Geometric shapes, numbers: 1 with 1 car 2 with 2 airplanes 3 with 3 crayons, etc. Repeat number of sounds on drum.	Later, add more complicated shapes.
s and es	Match word, "one" to "1."	
	Locates own things; own place.	Label equipment, chalk-board, floor--print (or use yarn, glitter for "feel") child's name on chair, table place. Give identical printed card, and say, "Find your chair."
	Identifies and responds to his name and those of familiar objects.	Say child's name and names of familiar objects.
	Sees word "dog;" points to picture of dog. Sees word "dog;" points to word "dog."	Say "dog."

Activities	Learning Experiences Equipment	Child Response	Teaching Suggesti
Lip reading		Whole sentences, points to picture of boy riding bike.	Say sentence, "Th
Activities that develop functional communication in expressive language			
Babbling exchange		"Ba, ba, ba; ma, ma, ma."	Use Tadoma method. cookie, light, vi hug, "good," etc. signs until he ca
Finger spelling		Repeats letters with fingers.	
Speech sounds		Mimics.	
Words Verbally/ manually		Verbally or manually says own name.	Physically assist in shaping mouth hand on teacher's movements, breath
Names	Names of all children and adults in group written on paper with string attached	Selects name from all others and puts it on. Distributes all names appropriately to others in the group. Knows the sign for each name.	Hang name cards i select own name a add others in the
	Labels on all objects common to the room and most other rooms	Matches a set of labels to those in the rooms. Locates different objects in room by sign or word.	Take children on t verbal cue for ite cate places of di signs and words.

Learning Experiences Equipment	Child Response	Teaching Suggestions
	Whole sentences, points to picture of boy riding ke.	Say sentence, "The boy rides the bike."
	"Ba, ba, ba; ma, ma, ma."	Use Tadoma method. Reinforce with piece of cookie, light, vibration, M & M's, Cheerios, hug, "good," etc. Assist child in making signs until he can do them himself.
	Repeats letters with fingers.	
	Mimics.	
	Verbally or manually says own name.	Physically assist in making signs with hands; in shaping mouth for sounds. Place child's hand on teacher's face--feel vibration, facial movements, breath emissions.
Names of all children and adults in group written on paper with string attached	Selects name from all others and puts it on. Distributes all names appropriately to others in the group. Knows the sign for each name.	Hang name cards in room. First, have child select own name and say and/or sign it. Then, add others in the group.
Labels on all objects common to the room and most other rooms	Matches a set of labels to those in the rooms. Locates different objects in room by sign or word.	Take children on tour of room, giving sign and verbal cue for items. Tour other rooms. Locate places of different objects in room. Give signs and words.

5. LANGUAGE DEVELOPMENT ACTIVITIES

Activities	Learning Experiences Equipment	Child Response	Teaching S
Activities that develop functional communication in expressive language Card matching	Pictures of various objects pasted on cards. Make large and colorful printed sheets with objects to match those on cards. Bulletin board or pocket chart	Sees objects and responds by pulling out correct card from pocket chart and bringing it back to teacher. Says and/or signs name of object. All children say and/or sign name.	Place abou to picture correct ca child loca
Acting and/or answering		Selects card with own name from pile of cards; says name, points to answer to simple questions: What? Who? Where?	Use pictur the eye." "Who is it
Selecting and naming	Surprise bag filled with different toys and/or different textured objects	Visual or tactile choice of objects taken from bag. Expressive oral and/or manual response to question, "What is it?"	Fill bag w different As child r of it. La colors of
Surprise box	Have one box in the room for this purpose. Surprises: kitten, frog lollipops	Child looks into box and identifies what he has seen by name.	Prepare su children, the group the box?"
Communicates gestures verbalization speech sounds signs		Expresses needs and wants. "I want a cookie." "I want more cookie."	Provide c cookie.

JAGE DEVELOPMENT ACTIVITIES

	Learning Experiences		
s	Equipment	Child Response	Teaching Suggestions
s that unc- mmuni- ex- language g	Pictures of various objects pasted on cards. Make large and colorful printed sheets with objects to match those on cards. Bulletin board or pocket chart	Sees objects and responds by pulling out correct card from pocket chart and bringing it back to teacher. Says and/or signs name of object. All children say and/or sign name.	Place about five cards in pocket chart. Point to picture on sheet and ask child to find the correct card without naming object. After child locates card, say and/or sign name.
and/or ng		Selects card with own name from pile of cards; says name, points to answer to simple questions: What? Who? Where?	Use pictures, objects, food, "Find the foot, the eye." "What is it?" "What kind of food?" "Who is it?" "Where is it?"
ng and	Surprise bag filled with different toys and/or different textured objects	Visual or tactile choice of objects taken from bag. Expressive oral and/or manual response to question, "What is it?"	Fill bag with toys and other objects of many different shapes, forms, textures, and colors. As child removes object, have him say the name of it. Later, have him identify shapes and/or colors of same objects.
e box	Have one box in the room for this purpose. Surprises: kitten, frog lollipops	Child looks into box and identifies what he has seen by name.	Prepare surprise box once each week. Bring all children, singly, to the box. Last child tells the group what he has seen, e. g., "What is in the box?" "A surprise!"
cates res lization n sounds		Expresses needs and wants. "I want a cookie." "I want more cookie."	Provide cookie, require "more" for second cookie.

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Suggesti
Activities that develop conceptualization Question box	Several worksheets having various shapes and combinations of shapes A "Question Box" filled with various items: button, jar lid, triangle, cube	Relates items from the box to the worksheet. All responses are acceptable.	Hand the child an assessment of inn creative thinking solving.
Introducing and/or reinforcing number learning	Large colored squares or circles	Circles around one square. Says "one." Walks in "figure-of-eight" pattern around two squares. Says "two." Advances from one square to another in triangle formation and says "three." Advances from one square to another in square formation and says "four."	Arrange circles o tions on floor of Have children adv formation to the ing each circle d they attempt to s

Learning Experiences Equipment	Child Response	Teaching Suggestions
Several worksheets having various shapes and combinations of shapes A "Question Box" filled with various items: button, jar lid, triangle, cube	Relates items from the box to the worksheet. All responses are acceptable.	Hand the child an item from the box. Use for assessment of inner language, practice in creative thinking, and independent problem solving.
Large colored squares or circles	Circles around one square. Says "one." Walks in "figure-of-eight" pattern around two squares. Says "two." Advances from one square to another in triangle formation and says "three." Advances from one square to another in square formation and says "four."	Arrange circles or squares in various formations on floor of classroom or in play area. Have children advance from the number one formation to the number four formation, touching each circle or square with hand or foot as they attempt to say the numbers.

6. SOCIAL ACTIVITIES

OBJECTIVES: Socialization, Visual and Language Devel

In general, work for developmental stages of: attending to adult, particip adult assistance, participating alone, participating with adult and another one or more children.

For the non-visual child, most activities can be useful without a mirror.

Many activities may be done in front of a mirror, or next to one without pr motor, manipulation, eating, dressing. Mirrors may be full sized or hand m

Put the child through activities in a slow, firm, consistent, and persisten completed. Repeat. Give appropriate, verbal, manual, and body language to

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugg
Mirror activities "Good Morning"	Mirror	Gazes at mirror image, makes many faces, sticks out tongue, opens mouth in all positions. Mirror play--mimics teacher.	Stand or set sure child is Sing "Good Mo rhythmically.
Singing "Wash our Face"	Grooming items	Stares at facial image, plays with face cloth in peek-a-boo fashion.	Stand behind back to front lating lips a wash our face
"Brush our Hair"		Watches; goes through motions. Brushes adult's and other children's hair.	Guide child's
"Dress"			Sing song, an body.
Waving scarf	Scarf	Waves scarf, tracks movement of scarf, plays peek-a-boo.	Guide child's

TIES

OBJECTIVES: Socialization, Visual and Language Development

work for developmental stages of: attending to adult, participating with adult, seeking
ance, participating alone, participating with adult and another child, participating with
children.

visual child, most activities can be useful without a mirror.

ies may be done in front of a mirror, or next to one without primary emphasis upon it, i.e.,
ulation, eating, dressing. Mirrors may be full sized or hand mirrors, movable or stationary.

l through activities in a slow, firm, consistent, and persistent manner until activity is
Repeat. Give appropriate, verbal, manual, and body language to child.

earning Experiences Equipment	Child Response	Teaching Suggestions
Mirror	Gazes at mirror image, makes many faces, sticks out tongue, opens mouth in all positions. Mirror play--mimics teacher.	Stand or set child in front of mirror, making sure child is looking at mirror image. Sing "Good Morning" song, and tap child's hand rhythmically.
Grooming items	Stares at facial image, plays with face cloth in peek-a-boo fashion.	Stand behind child, stroke child's face from back to front midline (ears to nose), stimulating lips and singing, "This is the way we wash our face."
	Watches; goes through motions. Brushes adult's and other children's hair.	Guide child's hand to brush his own hair.
		Sing song, and move clothing on-off over child's body.
Scarf	Waves scarf, tracks movement of scarf, plays peek-a-boo.	Guide child's hand in waving colored scarf.

Activities	Learning Experiences Equipment	Child Response	Teaching Suggestic
Body exploration		Imitates.	Make face changes: lips, eyebrows, tc body, vertically a
		Feels his nose, arm, foot, and adult's nose, arm, foot.	Move one part of d child's hands over and over adult's b with textures, app vibrations.
	Doll	Locates same part on a doll, another child, then himself.	
Body movement		Watches and hears name of body part.	Sit tailor fashion ers, head, while s of the body.
Rocking laterally		Rocks, mimics adult rocking.	Sit tailor fashion guide arms out for
Sliding sideward forward backward			Child hand in hand child holding both child's hands.
Bunny Hop			Step-slide, step-s
Responding to commands up/down stand up/ sit down touch your nose ears		Looks at images, hears directions, and makes the movement.	Stand behind child side in rhythmic e arms up and down, Raise own arms up directions. Repea

Learning Experiences Equipment	Child Response	Teaching Suggestions
	Imitates.	Make face changes: move eyes, nose, ears, lips, eyebrows, tongue. Move arms, legs, and body, vertically and horizontally.
	Feels his nose, arm, foot, and adult's nose, arm, foot.	Move one part of child's body at a time. Move child's hands over specific parts of his body and over adult's body. Pat child's body, rub with textures, apply varying temperatures and vibrations.
Doll	Locates same part on a doll, another child, then himself.	
	Watches and hears name of body part.	Sit tailor fashion. Tap child's knees, shoulders, head, while singing the name of the part of the body.
	Rocks, mimics adult rocking.	Sit tailor fashion. Encourage child to rock; guide arms out for him to catch himself.
		Child hand in hand with adult. Adult behind child holding both hands, or two adults hold child's hands.
		Step-slide, step-slide, tap, tap, tap.
	Looks at images, hears directions, and makes the movement.	Stand behind child; kick his feet out to the side in rhythmic exercises. Bring child's arms up and down, say appropriate direction. Raise own arms up and down saying appropriate directions. Repeat procedures.

6. SOCIAL ACTIVITIES

Activities	Learning Experiences Equipment	Child Response	Teaching
Rhythms "London Bridge"		Faces mirror and looks at image while being held in "bridge."	Adult an mirror.
"Ring Around the Rosey"	Rope or hula hoop to help form circle		Form cir two circ ing toge inner ci
Playing instruments	Tambourine, rhythm sticks, variety of bells, drums, triangles, cymbals	Holds instrument; plays with adult help. Plays in rhythm.	Consiste child fo
Making wants known		Pulls adult to do something else, or to go some other place.	Adult re want to
Acting toward other children		Holds hands with another child during rhythms and play.	Use sibl hand ove graduall
Acting with objects		Gives a toy to another child.	Initiall ing a to
		Watches, feels, picks up, and plays with objects.	Bring ob to his p of textu shapes w slick. Rub chil eyes, fo and hand motions more obj his head grasp it

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See, also, Music Activities

IVITIES

	Learning Experiences		
	Equipment	Child Response	Teaching Suggestions
ge"		Faces mirror and looks at image while being held in "bridge."	Adult and child form bridge in front of mirror. Sing nursery rhyme.
	Rope or hula hoop to help form circle		Form circle. Alternate adult and child, or two circles with adults in outer circle holding together the hands of children in the inner circle, or children in own circle.
	Tambourine, rhythm sticks, variety of bells, drums, triangles, cymbals	Holds instrument; plays with adult help. Plays in rhythm.	Consistently use appropriate response to the child for the situation and his behavior.
		Pulls adult to do something else, or to go some other place.	Adult responds and provides language, "You want to go outside?"
		Holds hands with another child during rhythms and play.	Use siblings when possible. Initially, put hand over the hands of the two children, then gradually release.
		Gives a toy to another child.	Initially, put child through motions of handing a toy to another child and releasing it.
		Watches, feels, picks up, and plays with objects.	Bring objects to the child which are appealing to his preferred sense--bright colors, variety of textures, auditory toys, moving objects; shapes with corners, round, flat, soft, hard, slick. Rub child's hands over object, take it to his eyes, follow its movement with the child's head and hand, move child's hands through the motions of producing its sound. Place two or more objects in front of the child and direct his head, then his arms toward it; help him grasp it for inspection.

OBJECTIVES: Motor, Perceptual, Social Development

	Learning Experiences		
Activities	Equipment	Child Response	Teachi
Free and directed play	Apparatus	Free exploration.	
	Jungle gym Ladders Merry-go-round Rocking horse Slide Swings (with molded seats and supporting bar) Teeter-totter	Moves and balances body.	Instru equipm
	Equipment		
	Balls of several sizes Hoppity ball Tether ball Paper stuffed on a string Bats and paddles Blocks Jump ropes Large carton boxes and inner tubes Sandbox Trampoline	Rolls, bounces, throws, catches, kicks. Sits on ball, holds handle and bounces.	Begin ing ad himsel child, child. Establ Tr Sp ac
	Wheel toys	Manipulates wheel toys.	In re
	Horse or other animals on wheels Scooters Tricycles and wagons		Sh so
	Children's home equipment	Handles equipment.	
	Boxes, buckets Dishes, flatware, pans Dolls Dress-up clothes Furniture Gardening tools Household items		

7. INSIDE AND OUTSIDE PLAY ACTIVITIES

OBJECTIVES: Motor, Perceptual, Social Development

Learning Experiences uipment	Child Response	Teaching Suggestions
paratus	Free exploration.	
Jungle gym Ladders Merry-go-round Rocking horse Slide Swings (with molded seats and supporting bar) Teeter-totter	Moves and balances body.	Instruction and assistance to use equipment.
uipment		
Balls of several sizes Hoppity ball Tether ball Paper stuffed on a string Bats and paddles Blocks Jump ropes Large carton boxes and inner tubes Sandbox Trampoline	Rolls, bounces, throws, catches, kicks. Sits on ball, holds handle and bounces.	Begin instruction from child wanting adult attention, to playing by himself, playing next to another child, then playing with another child. Establish safety practices: Traffic patterns. Special areas for certain activities.
eel toys	Manipulates wheel toys.	Instruction with verbal reinforcement.
Horse or other animals on wheels Scooters Tricycles and wagons		Show a child how he has hurt someone--reenact the scene.
ildren's home equipment	Handles equipment.	
Boxes, buckets Dishes, flatware, pans Dolls Dress-up clothes Furniture Gardening tools Household items		

8. ART ACTIVITIES

OBJECTIVES: Motor, Perceptual, Auditory, Visual, La

Activities	Learning Experiences Equipment	Child Response	Teaching Sug
Painting	Fingers Brush and easel Blow-through straw Sponge	Scribbles, traces, and draws.	Guide child assistance. foil, egg sh play with ma but with min
Drawing and coloring	Crayons Large chalk Paper		
	Screenboard* Paper Crayons	Draws or scribbles on "screenboard." Feels raised work.	Hold child's Allow child scribble or trace around cellent for
Making designs and objects			
Cutting Pasting, gluing Collages Modeling	Scissors Paste, glue Clay, play-dough, Silly Putty	Creates patterns. Uses variety of colors.	Organize ind space for pa one activity children. Have scissor those with teaching chi Throughout and percept
Mosaics Murals Weaving Tearing Unwrapping	Paper, yarn	Works with others on murals	Have many ma beans, jewe cloth, tiss foam, feath

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*To make screenboard, cover lid of cigar box with metal screening.

CTIVITIES

OBJECTIVES: Motor, Perceptual, Auditory, Visual, Language Development

s	Learning Experiences Equipment	Child Response	Teaching Suggestions
	Fingers Brush and easel Blow-through straw Sponge	Scribbles, traces, and draws.	Guide child through activity with complete assistance. Provide various textures: tinfoil, egg shells, egg cartons. Allow free play with materials. Help child with activity, but with minimal assistance.
nd	Crayons Large chalk Paper		
	Screenboard* Paper Crayons	Draws or scribbles on "screenboard." Feels raised work.	Hold child's hand and rub it over screen. Allow child to place paper on screen and scribble or draw creatively, or have child trace around various forms or shapes. Excellent for visually handicapped children.
igns s			
gluing	Scissors Paste, glue Clay, play-dough, Silly Putty	Creates patterns. Uses variety of colors.	Organize individual and group work. Set up space for particular activity. Generally, do one activity decided by teacher for all children. Have scissors, both left and right handed, and those with four openings in handles (for adult teaching child how to cut). Throughout all activities, reinforce language and perceptual abilities.
	Paper, yarn	Works with others on murals	Have many materials available: beads, rocks, beans, jewelry (mosaics), glitter, flannel cloth, tissue paper, corrugated paper, styrofoam, feathers.
ng			

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ke screenboard, cover lid of cigar ith metal screening.

OBJECTIVES: Auditory, Motor, Socialization, Language

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Sugge
Attending--listening, and/or feeling--vibration of music	Record player with accessible speakers, variety of records	May cry at first, or look pleased. Usually attempts to get closer to speaker. Places hands on speaker. Will sit with back to speaker, and enjoy having speaker on different parts of his body. Dances away from speaker, returns to feel vibration, then dances again.	Select variety beat such as Take child's the speaker. Pat child's b played. After several speaker to fl Bring him back at first, then until the chil the vibration,
	Piano		Allow child to as comfortable piano at low r with hands on child on hands
	Variety of different instruments	Chooses own instrument.	Allow child to one most rewar
	Vibration board*		Have child sta rhythmic vibra

---

*To make 4'x6' vibration board, cover board with contact paper, connect two audio transducers to the underside, and wire them to the speaker output of a record player or tape recorder.

OBJECTIVES: Auditory, Motor, Socialization, Language Development

Learning Experiences Equipment	Child Response	Teaching Suggestions
Record player with accessible speakers, variety of records	May cry at first, or look pleased. Usually attempts to get closer to speaker. Places hands on speaker. Will sit with back to speaker, and enjoy having speaker on different parts of his body. Dances away from speaker, returns to feel vibration, then dances again.	Select variety of recordings with distinct beat such as the Hap Palmer series. Take child's hands and place them gently on the speaker. Pat child's body rhythmically as music is played. After several sessions, move child away from speaker to floor and dance with him. Bring him back to the sound every ten seconds at first, then increase the time of dancing until the child will go by himself to feel the vibration, then dance on his own.
Piano		Allow child to get as close to sound source as comfortable. Seat child under left of piano at low register; behind piano or organ with hands on sounding board; place hands of child on hands of person playing piano.
Variety of different instruments	Chooses own instrument.	Allow child to explore all instruments to find one most rewarding to him.
Vibration board*		Have child stand or sit on board and feel the rhythmic vibration of music played.

x6' vibration board, cover board with
per, connect two audio transducers to
ide, and wire them to the speaker out-
ecord player or tape recorder.

9. MUSIC ACTIVITIES

	Learning Experiences		
Activities	Equipment	Child Response	Teaching Suggest
Attending--listening, and/or feeling--vibration of music	Singing		Place child's ha him; for young c your lap and fac Sing nursery sc body, about an wearing, about is going.
Rhythmic activities Small muscle coordination	Record, piano, or voice accompaniment only	Moves fingers. Starts finger play.	Place child with with finger play Twinkle, Little "Open-Shut Them,
Playing instruments	Many simple rhythm instruments, such as	Begins to mimic.	Clap child's nam child's hands; c
	rhythm sticks drums maracas bells, all types cymbals	Plays instruments.	Using a rhythmic simple rhythmic sticks for "clic shaking and rust scarves for soft bells.
Moving to music		Moves body to rhythms of: marching, walking, running, skipping, dancing.	Assist child to parts of body. how music sounds hands of two chi together. Reinf manual and/or ve
Numbers and accents	Drums Cards with: X XX = beat XXX XXXX		Place drum in fr beats his drum f this, adult take for him. Hold c beats to be made XXXX.

ES

earning Experiences Equipment	Child Response	Teaching Suggestions
Singing		Place child's hands on your face and sing to him; for young child, have him sitting on your lap and facing you. Sing nursery songs, songs about parts of the body, about animals, about what the child is wearing, about what he is doing and where he is going.
Record, piano, or voice accompaniment only	Moves fingers. Starts finger play.	Place child with his back to adult. Help him with finger play during singing of "Twinkle, Twinkle, Little Star," or other songs such as "Open-Shut Them," and "Eency, Bitsy Spider."
Many simple rhythm instruments, such as	Begins to mimic.	Clap child's name, placing your hands over child's hands; clap rhythm of name on body.
rhythm sticks drums maracas bells, all types cymbals	Plays instruments.	Using a rhythmic pattern, have child play simple rhythmic instruments: drum, rhythm sticks for "clicking" sounds, maracas for shaking and rustling sounds, swishers and scarves for soft rustling sounds, melody bells.
	Moves body to rhythms of: marching, walking, running, skipping, dancing.	Assist child to explore space with body and parts of body. Create own dance according to how music sounds and feels. Adults join hands of two children and helps them to move together. Reinforce all activities with manual and/or verbal language.
Drums Cards with: X XX = beat XXX XXXX		Place drum in front of every child. Everyone beats his drum four times. If child cannot do this, adult takes child's hands and does it for him. Hold cards up to show number of beats to be made on the drum: X, XX, XXX, XXXX.

Experiences in a variety of field trip activities serve a
objectives: Socialization, Daily Living Skills, Motor
Development, Perceptual Abilities, and Communication.

Activities	Learning Experiences Equipment	Child Response	Teaching Suggesti
Seasonal Christmas Tree Farm Pumpkin Farm Turkey Farm	Trees, especially Christmas Tree, Pumpkins, Turkeys	Becomes acquainted with his environment.	Allow child free senses he wishes. Teacher should us observing the chi
Neighborhood Dairy Fire Station "K-Mart" Market Walks	Toy fire truck Foods found in markets Animals, live or toy Sand, water pails, shovel Skates Beach balls Milk cartons, milk	Learns new language skills.	Direct child in e senses-- Looking, feelin vegetables. Naming clothes, Watching birds, Touching warm a Playing in wate Walking on gras
Classroom activities prior to or following trips			
Art	Paper mache′ Tempra Easels		Make animals and Make a mural of e leaves, and grass
Language	Polaroid Camera Slide Projectors Films Slides Pictures	Becomes informed of what he is going to experience. Recalls experiences throughout year by viewing self and others attending the activities.	Prepare children movies, slides, e possible. Take pictures of "instant recall" skills.

Experiences in a variety of field trip activities serve all objectives: Socialization, Daily Living Skills, Motor Development, Perceptual Abilities, and Communication.

arning Experiences Equipment	Child Response	Teaching Suggestions
Trees, especially Christmas Tree, Pumpkins, Turkeys	Becomes acquainted with his environment.	Allow child free explorations using whatever senses he wishes. Teacher should use these opportunities for observing the child.
Toy fire truck Foods found in markets Animals, live or toy Sand, water pails, shovel Skates Beach balls Milk cartons, milk	Learns new language skills.	Direct child in exploration directing use of senses-- Looking, feeling, smelling: flowers, fruits, vegetables. Naming clothes, toys, colors. Watching birds, fish, animals. Touching warm and cold sand. Playing in water. Walking on grass; touching, smelling trees.
Paper mache´ Tempra Easels		Make animals and fruit out of paper mache´. Make a mural of environmental rocks, twigs, leaves, and grass.
Polaroid Camera Slide Projectors Films Slides Pictures	Becomes informed of what he is going to experience.	Prepare children for field trip. Show pictures, movies, slides, etc., of place to be visited if possible.
	Recalls experiences throughout year by viewing self and others attending the activities.	Take pictures of all activities. Use as "instant recall" of activities for language skills.

PROGRAM PLANNING

Child and Group Prescriptions for Learning

Some form of program planning is essential for determining suitable mixes of ingredients that will ensure growth, development, and learning in the child.
Data specifying the status of the child or group relative to objectives sought;
learning experiences sequenced for movement toward objectives;
compatible teaching-learning processes; and
techniques for assessing progress,
all working in concert, are the characteristics of effective planning.
No part of the whole can be omitted without interrupting the forward flow of the total process.

Individual and group planning begins with a statement of goals, based upon identified child need, from which are derived a number of performance objectives. A series of performance requirements further specify the objectives and serve as the indicators for determining whether objectives have been met.

In the Planning Hierarchy on the following page, these three components are shown as the direction for the total program. Once the direction has been established, it becomes the constant referent for day-to-day and monthly planning unless outcomes indicate a lack of sufficient progress which cannot be attributed to more immediate problems located by the feedback loop. In this case, the goals and objectives should be reviewed in light of established needs, and revisions made where needed.

Periodic programming--day-to-day, monthly, and/or semester--begins with current child need derived from the larger base noted above. This has been stated as Need in the Planning Hierarchy. Following identification of particular need, a specific focus is selected for consideration, and immediate objectives are stated. Activity, methods, and evaluation plans follow in succession.

The process is completed by assessment of outcomes and judgement as to whether stated objectives have been met. If not, the feedback loop provides for checking each phase of planning until the difficulty has been identified.

A PLANNING HIERARCHY

EDUCATIONAL GOALS

Identify general end results being sought.
Imply commitments to achieve these ends.

→ PERFORMANCE OBJECTIVES

More precise statements defining each goal. Stated in perfor
terms, but still too broad for adequate day-to-day class plan

→ PERFORMANCE REQUIREMENTS

Specify, in detail, indicators of what must be done by
to accomplish the performance objective.

→ NEED (1,2--Program Planning Criteria)

Difference between "what is" and "what should be.
what and how well the child must learn and develo
accomplish skills at a higher level, thus showing
reaching the objectives and, eventually the goals

→ FOCUS (3,4--PPC)

Selected priorities for immediate action.
problems(s) to be met at that time. The pr
of what must be done or solved to reduce th
will shift as growth occurs.

→ IMMEDIATE (Interim) OBJECTIVES

What the child should achieve in orde
problem. These are small, product st
stated, at least, as partial performa

→ TEACHING FOR THE OBJECTIVE (5,7--PPC)

These steps outline what and ho
instruction in order to have th
thus solve the problem, reduce
objective(s).

→ EVALUATION (8--PPC)

This had two parts:
1. Assessment of child p
2. Determination of plan

OALS

DIRECTION

tify general end results being sought.
y commitments to achieve these ends.

ANCE OBJECTIVES

More precise statements defining each goal. Stated in performance terms, but still too broad for adequate day-to-day class planning.

ERFORMANCE REQUIREMENTS

Specify, in detail, indicators of what must be done by the child to accomplish the performance objective.

→NEED (1,2--Program Planning Criteria)

PLANNING BASE

Difference between "what is" and "what should be." In terms of what and how well the child must learn and develop in order to accomplish skills at a higher level, thus showing progress toward reaching the objectives and, eventually the goals.

→FOCUS (3,4--PPC)

PROGRAM PLANNING

Selected priorities for immediate action. Defines the major problems(s) to be met at that time. The problem is a statement of what must be done or solved to reduce the need. Problems will shift as growth occurs.

→IMMEDIATE (Interim) OBJECTIVES

What the child should achieve in order to solve the immediate problem. These are small, product statements, and should be stated, at least, as partial performance objectives.

→TEACHING FOR THE OBJECTIVE (5,7--PPC)

G HIERARCHY

These steps outline what and how the child will receive instruction in order to have the best chance to learn and thus solve the problem, reduce the need, and meet the objective(s).

→EVALUATION (8--PPC)

This had two parts:
1. Assessment of child performance as a result of teaching.
2. Determination of planning and implementation effectiveness.

PROGRAM PLANNING CRITERIA

Program planning should be definitive, but not rigid. Planners must strike a balance between what the teacher needs to think through, and what comes naturally, allowing for on-the-spot improvisation. Plans come in a variety of forms. Eight criteria can be used as a check-list, irrespective of the format used, for assessing whether the plans have the characteristics of effective planning. The first two of the eight criteria establish the base; the other six are directed toward the actual program plans.

Criteria

Planning Base

1. Determine the current "what is" status. Gather base-line data from medical records, parent's reports, diagnostic classroom assessments, observations of Profile Scale Scores.

2. Identify the "what should be" status to establish need. Reconcile data from #1 with Performance Objectives and Requirements (Profile Scales).

Program Planning

3. Determine *focus* for teaching-learning experiences--the area(s) of greatest need (from 1 and 2). *Planning should not be only in terms of the items on the next level of the Profile Scale*. These are merely indicators and should be viewed as including many achievements for which activities should be planned.

4. State *immediate* (interim) *objectives*--those needed to direct the focus. For example, . . . will be able to select a yellow object from a group of one yellow and four red objects in a majority of times tried (or four out of five times).

5. Select *learning experiences*--activities, media presentations--designed to reach objectives (#4).

6. List teaching processes best suited to the activities selected for the particular child or group.

7. Outline organizational procedures, including

    Class arrangements
    Materials and equipment
    Time schedule
    Use of aides and parents

8. State techniques of evaluation for assessing two kinds of outcomes:

    8.1 Child learning

    Was the child able to do what the immediate objective specified?

    8.2 Usefulness of materials and activities
    Effectiveness of teaching procedures

    From his responses, could it be determined what parts of the total situation, if any or all, in fact, contribute to learning?

    How did the setting, use of materials and methods affect the child?

    Did implementation of the plan meet the criteria for activities, and for methods? The number of criteria observed as being met by an activity (left column) or a method (right column) will give some measure of its usefulness in the teaching-learning process.

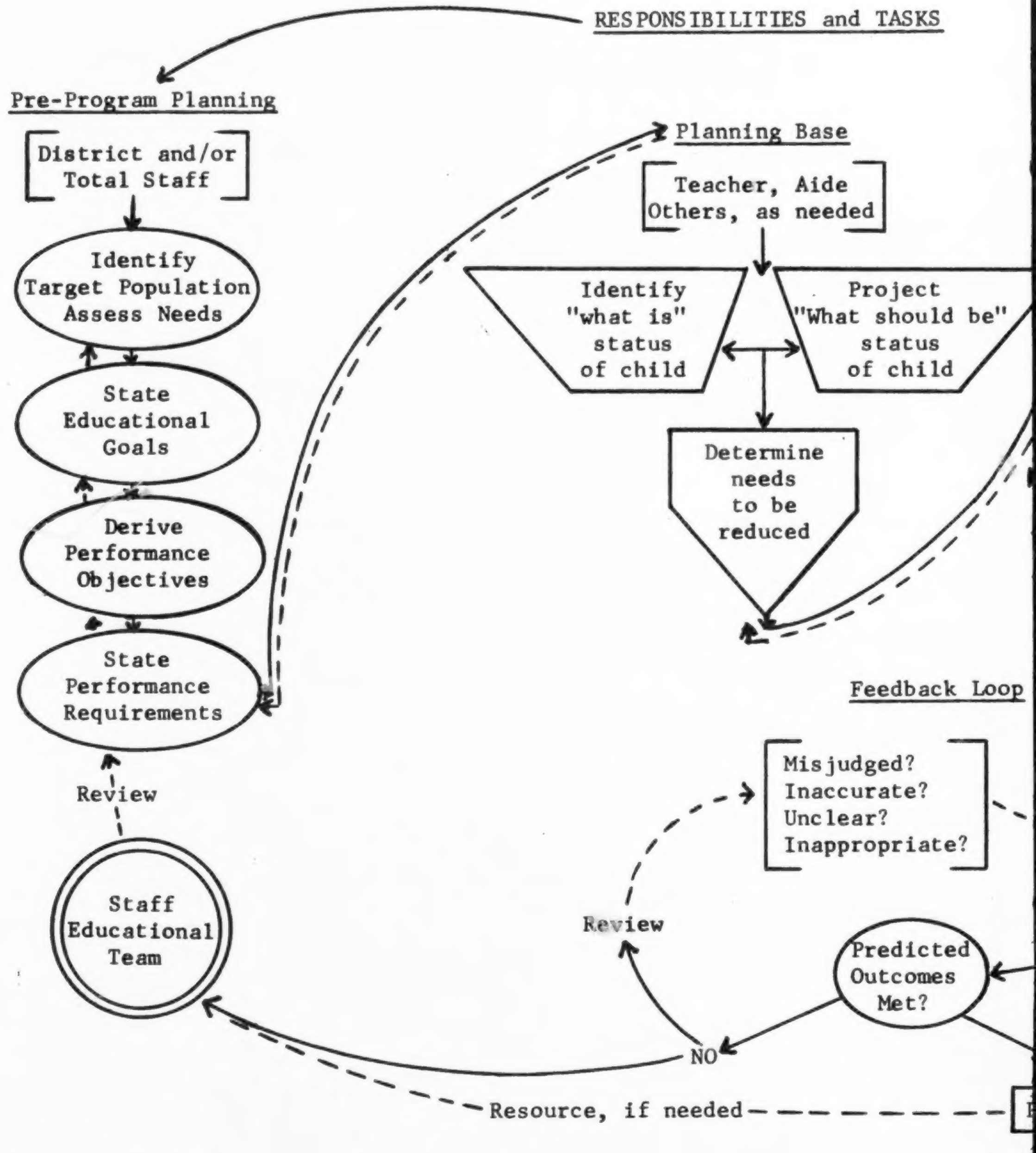
Check-list of Criteria for judging effectiveness of

Materials and Activities

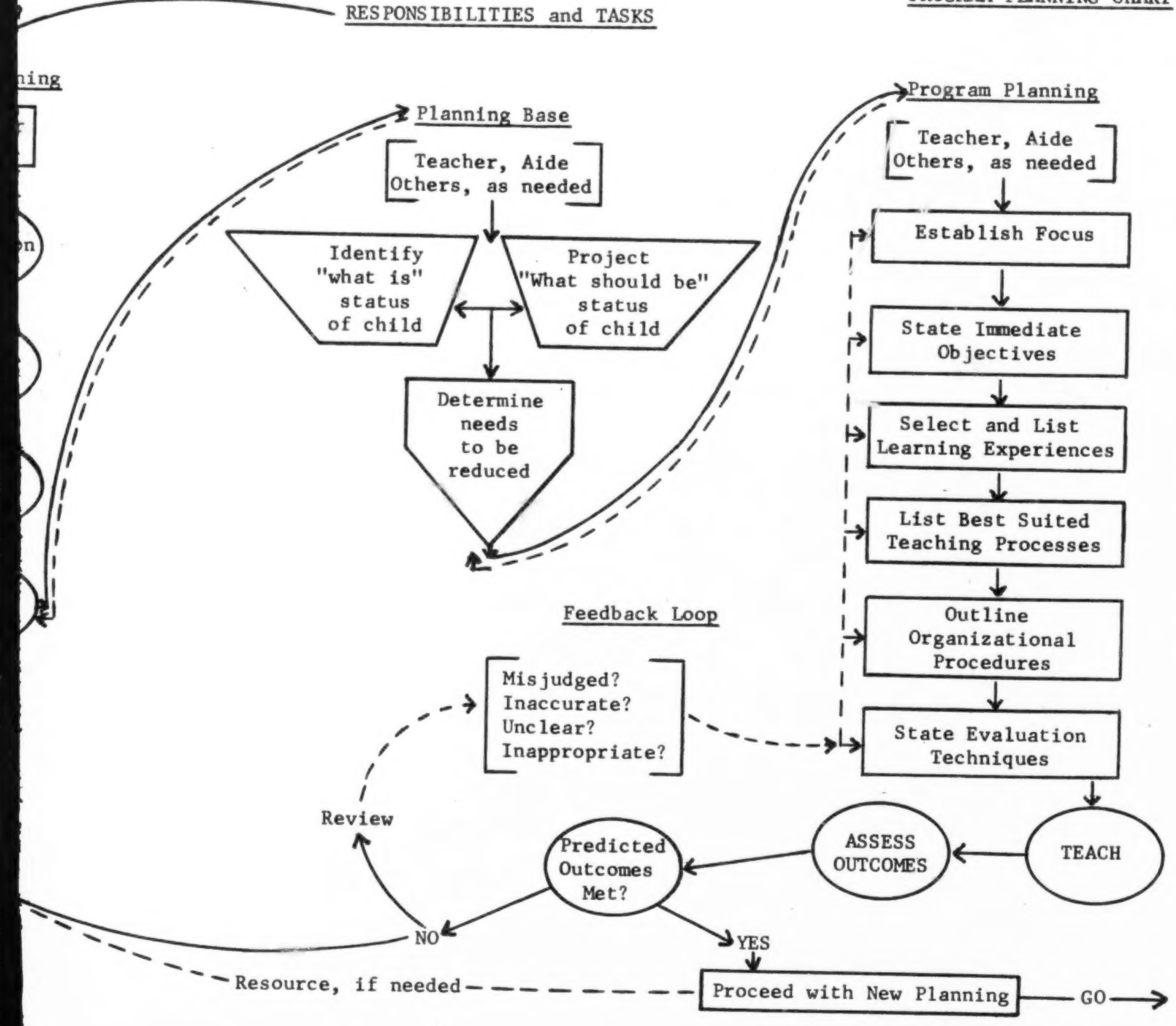
- One child or more will be able to perform according to the stated standard.
- The activity is practical for the child, and within his range of ability.
- The activity brings a new response from the child.
- The activity adds a new challenge for the child.
- The activity was selected according to the motivations of the child.
- The activity serves more than one objective.
- The activity includes a favorite object.

Teaching Procedures

- Attends without perseveration.
- Makes eye contact during the activity period.
- Is interested, and shows his enthusiasm by jumping up and down without restlessness, smiles, clap hands, laughs.
- Stays with the group.
- Is willing to participate; waits and/or asks for his turn.
- Will try more than once to accomplish the task.


RESPONSIBILITIES and TASKS
Pre-Program Planning
District and/or Total Staff
Identify Target Population Assess Needs
State Educational Goals
Derive Performance Objectives
State Performance Requirements
Review
Staff Educational Team
Planning Base
Teacher, Aide Others, as needed
Identify "what is" status of child
Project "What should be" status of child
Determine needs to be reduced
Feedback Loop
Misjudged?
Inaccurate?
Unclear?
Inappropriate?
Review
Predicted Outcomes Met?
NO
Resource, if needed

PROGRAM PLANNING CHART


RESPONSIBILITIES and TASKS
ning
n
Planning Base
Teacher, Aide
Others, as needed
Identify "what is" status of child
Project "What should be" status of child
Determine needs to be reduced
Program Planning
Teacher, Aide
Others, as needed
Establish Focus
State Immediate Objectives
Select and List Learning Experiences
List Best Suited Teaching Processes
Outline Organizational Procedures
State Evaluation Techniques
Feedback Loop
Misjudged?
Inaccurate?
Unclear?
Inappropriate?
Review
TEACH
ASSESS OUTCOMES
Predicted Outcomes Met?
NO
YES
Resource, if needed
Proceed with New Planning
GO

PROGRAM PLAN

(Example)

A monthly lesson plan, such as that illustrated, can evolve directly from the profile developmental scale. Each goal can be listed with activities relevant to the attainment of the goal. These activities can be listed on 5 x 8 cards. A weekly lesson plan can then be devised to include activities which may be a supplement to or an expansion of the monthly activities.

(BG) Goal 1--Socialization

1. Send her on errands to other rooms
2. Allow her to help prepare table fo
3. Have her distribute candy or food
   rooms.

(BG) Goal 2--Daily Living Skills

1. Practice zipping, unzipping, butto
   on Dapper Dan or comparable toy.
2. Practice buttoning own clothes.
3. Practice lacing shoe model and own
4. Introduce food textures, that she
   Use favorite foods as reinforceme
5. Allow her to go to the bathroom on
   the room on her own.
6. Wait for her to say "potty" before
   the bathroom.

(BG) Goal 3--Motor Development

1. Practice standing on one foot and
   seconds or longer.
2. Work on balance beams.
3. Practice knee bends on tip toes.
4. Practice standing, walking, and ru
5. Practice catching bounced ball.
6. Practice throwing ball.
7. Practice throwing ball into contai
8. Practice using scissors in art wor
9. Draw line and have her jump back a
10. Use jump rope--starting slowly--ha
11. Use of maze and/or obstacle course
12. Use stick--have her go over, unde

1

(BG) Goal 1--Socialization

1. Send her on errands to other rooms.
2. Allow her to help prepare table for class activities.
3. Have her distribute candy or food to children in other rooms.

(BG) Goal 2--Daily Living Skills

1. Practice zipping, unzipping, buttoning, unbuttoning, etc., on Dapper Dan or comparable toy.
2. Practice buttoning own clothes.
3. Practice lacing shoe model and own shoes.
4. Introduce food textures, that she now will not tolerate. Use favorite foods as reinforcement.
5. Allow her to go to the bathroom on her own and return to the room on her own.
6. Wait for her to say "potty" before allowing her to go to the bathroom.

2

(BG) Goal 3--Motor Development

1. Practice standing on one foot and balancing for five seconds or longer.
2. Work on balance beams.
3. Practice knee bends on tip toes.
4. Practice standing, walking, and running on tip toes.
5. Practice catching bounced ball.
6. Practice throwing ball.
7. Practice throwing ball into container.
8. Practice using scissors in art work.
9. Draw line and have her jump back and forth over line.
10. Use jump rope--starting slowly--have her jump rope.
11. Use of maze and/or obstacle course in room or yard.
12. Use stick--have her go over, under, and around the stick.

, such as that
rectly from the
e. Each goal
ies relevant to
. These activ-
8 cards. A
n be devised to
ay be a supple-
the monthly

(BG) Goal 4--Perceptual Abilities

1. Practice putting hand on adult's jaw and mouth, so she can feel chewing action.
2. Present new foods, suckers, candies, popcorn, nuts, and chips.
3. Have her match artificial fruit to corresponding pictures.
4. Place her picture along with pictures of the other children, on board, and have her pick out her own picture.
5. Have her smell different odors--such as onion, alcohol, tobacco, flowers, vinegar, perfume, pepper, etc. to help her to learn to distinguish between odors.

(BG) Goal 5--Communication Skills & Intellectual Activities

1. More outside play in group situations.
2. Allow her to explore toy cupboards, etc., freely, picking out her own toys and let her be creative with her selection.

(BG) Goal 5--Communication Sk

3. Use class situation (story-
words.
4. Practice blowing out candl
5. Using two sets of musical
instrument in her set and
adult.
6. Present toys and objects,
she learns it.
7. Present familiar toys and
for her to say name of obj
8. Demonstrate building diffe
tear them down, and have h
as closely as possible.
9. Use pegs (small plastic) t
board.

Goal 4--Perceptual Abilities

ractice putting hand on adult's jaw and mouth, so she can eel chewing action.

resent new foods, suckers, candies, popcorn, nuts, and chips.

ave her match artificial fruit to corresponding pictures.

lace her picture along with pictures of the other children, n board, and have her pick out her own picture.

ave her smell different odors--such as onion, alcohol, obacco, flowers, vinegar, perfume, pepper, etc. to help her o learn to distinguish between odors.

Goal 5--Communication Skills & Intellectual Activities

ore outside play in group situations.

llow her to explore toy cupboards, etc., freely, picking ut her own toys and let her be creative with her selection.

(BG) Goal 5--Communication Skills & Intellectual Activities (con't)

3. Use class situation (story-time), getting her to use action words.
4. Practice blowing out candles.
5. Using two sets of musical rhythm instruments, have her locate instrument in her set and simulate sound or beat made by adult.
6. Present toys and objects, making her name each object, until she learns it.
7. Present familiar toys and objects, let her study it, and wait for her to say name of object or toy.
8. Demonstrate building different types of objects with blocks, tear them down, and have her rebuild it to resemble original as closely as possible.
9. Use pegs (small plastic) to create different designs on board.

PROGRAM PLANNING

EXAMPLE

Children in this group are classified as OMH and D-B, and includes hearing and non-hearing

FOCUS Fine Motor - Language (inner, receptive) - Perception

PROCEDURE Assist in purposeful object manipulation (sitting position)

MATERIALS Balls, blocks, trucks, drawing paper, crayons, instruments

DAILY ACTIVITY	TRACIE (Oral)	HANNAH (Manual)	TOMMY (Manual)	BOBBY (Oral)	
MON. Rolling balls back and forth	OBJ. Reach, grasp, catch. ---------------------- Reached out unable to manipulate without assistance.	OBJ. Roll and catch; attend. ---------------------- Able to manipulate. Unable to attend over five minutes.	OBJ. Roll and bounce; catch. ---------------------- Gave sign for ball; did activity independently.	OBJ. Catch; roll and bounce. ---------------------- Bounced ball independently; needed assistance on catch and roll.	OBJ. ---- Thre assi ing
TUES. Instruments	OBJ. Hold cymbals. ---------------------- Held onto handle two minutes.	OBJ. Use two hands; play appropriately--auto-harp. ---------------------- Two strokes independently.	OBJ. Use cymbals and auto harp appropriately. ---------------------- Imitated object without assistance.	OBJ. Use shaker; keep out of mouth. ---------------------- Used appropriately. Obeyed verbal commands.	OBJ. tate ---- Tant
WED. Trucks	OBJ. Push. ---------------------- Made attempt; needed assistance.	OBJ. Roll and attend. ---------------------- (absent)	OBJ. Push and roll. ---------------------- Imitated; performed independently.	OBJ. Push and roll. ---------------------- Work on push; needs assistance.	OBJ. ---- Roll cont atte
THURS. Blocks	OBJ. Hold and stack. ---------------------- (absent)	OBJ. Stack. ---------------------- (absent)	OBJ. String and stack. ---------------------- Strung blocks and stacked two blocks after one model.	OBJ. Stack; grasp. ---------------------- Stacks tower of two; grasps on oral command.	OBJ. atte ---- Thro
FRI. Group Collage	OBJ. Reach and grasp; up-down strokes ---------------------- With assistance. Some reaching with assistance.	OBJ. Vertical and horizontal strokes. ---------------------- Needs assistance. Some independent scribbling.	OBJ. Vertical and circular strokes. ---------------------- Imitates all motions.	OBJ. Grasp; horizontal and vertical strokes. ---------------------- Eats crayon. Needs assistance.	OBJ. ---- Eats tion

EVALUATION: Each child performed within the level of expectation of their individual developmental capacity on the daily tasks attendance and move them on developmentally. GB, Teacher. BB, Aide.

PROGRAM PLANNING

EXAMPLE

Children in this group are classified as OMH and D-B, and includes hearing and non-hearing children.

nner, receptive) - Perception

DATE 1/31 - 2/4/72, 10:05 - 10:25

l object manipulation (sitting position)

ks, drawing paper, crayons, instruments

ACIE (Oral)	HANNAH (Manual)	TOMMY (Manual)	BOBBY (Oral)	SARAH (Manual)	CORINNE (Oral)
ach, grasp, out unable to te without ce.	OBJ. Roll and catch; attend. Able to manipulate. Unable to attend over five minutes.	OBJ. Roll and bounce; catch. Gave sign for ball; did activity independently.	OBJ. Catch; roll and bounce. Bounced ball independently; needed assistance on catch and roll.	OBJ. Hold and attend. Threw ball; needed assistance in following object.	OBJ. Roll and catch. (absent)
ld cymbals. o handle two	OBJ. Use two hands; play appropriately--auto-harp. Two strokes independently.	OBJ. Use cymbals and auto harp appropriately. Imitated object without assistance.	OBJ. Use shaker; keep out of mouth. Used appropriately. Obeyed verbal commands.	OBJ. Beat drum; imitate 1-2 sequence. Tantrum.	OBJ. Play small organ, two hands. Able to perform without assistance.
sh. empt; needed ce.	OBJ. Roll and attend. (absent)	OBJ. Push and roll. Imitated; performed independently.	OBJ. Push and roll. Work on push; needs assistance.	OBJ. Roll and attend. Rolls with assistance; continue work on attend.	OBJ. Push. Hits at object. Work with assistance.
ld and stack. (absent)	OBJ. Stack. (absent)	OBJ. String and stack. Strung blocks and stacked two blocks after one model.	OBJ. Stack; grasp. Stacks tower of two; grasps on oral command.	OBJ. Stack and attend. Throws blocks.	OBJ. Stack. Attempted to stack. Continue objective.
ach and grasp; strokes istance. Some with assis-	OBJ. Vertical and horizontal strokes. Needs assistance. Some independent scribbling.	OBJ. Vertical and circular strokes. Imitates all motions.	OBJ. Grasp; horizontal and vertical strokes. Eats crayon. Needs assistance.	OBJ. Vertical lines. Eats. Must be conditioned. Hold hand.	OBJ. Vertical and horizontal. Resisted activity.

ed within the level of expectation of their individual developmental capacity on the daily tasks required. Continue tasks to increase their e them on developmentally. GB, Teacher. BB, Aide.

PROGRAM PLANNING

Child/Group ______________________________

Teacher ______________________________

Date(s) ______________________________

Focus __________

Immediate Obje

____

____

TIME	ACTIVITIES	EQUIPMENT	PROCEDURES

PROGRAM PLANNING

FOCUS ______________________________

PROCEDURE ______________________________

MATERIALS ______________________________

DAILY ACTIVITY	TRACIE	HANNAH	TOMMY	
MON.	OBJ.	OBJ.	OBJ.	O
TUES.				
WED.				
THURS				

PROGRAM PLANNING

ıp ____________________ Focus ____________________

____________________ Immediate Objectives ____________________

____________________ ____________________

____

	ACTIVITIES	EQUIPMENT	PROCEDURES	EVALUATION, ANECTDOTAL NOTES

- -

PROGRAM PLANNING

____________________ DATE ____________________

____

____

TIVITY	TRACIE	HANNAH	TOMMY	BOBBY	SARAH	CORINNE
	OBJ.	OBJ.	OBJ.	OBJ.	OBJ.	OBJ.

PROGRAM PLANNING

(Sample)

Name: Child or group

Focus

Name: Teacher

Dates

Immediate Objectives

TIME	ACTIVITIES/EQUIPMENT	+ ✓ - *	PROCEDURES	+ ✓ -

List items in each column. A +, ✓, - system can be used for an on-the-spot judgement of usefulness of activities and effectiveness of teaching procedures. (See criteria, on page 79)

+ = very useful ✓ = satisfactory - = look for something better

Note pertinent comments under Anectdotal Notes.

Note pertinent child behavior observed under Evaluation.

Evaluation: Note: *Anectdotal Notes

1.
2.
3.
4.

WEEKLY LANGUAGE LESSON PLANS

(Example)

9:30 - 10:00 Daily
11:00 - 11:30 Tuesday-Thursday, Food Preparation

Daily

1. Review concepts--"big and little," "loud and soft," "rough and smooth," "up and down," "under, over, around," etc.

2. Introduce "between, right, left." Have two children stand side by side. Have a third child stand "between" them, as the teacher says, "S is standing between B and A." Repeat, using different children. Later in the week, introduce "right and left" using three children again. The teacher says, "B is standing on the right side of S and A is standing on the left side." Repeat, using different children. Then use objects such as chairs, books, jars, cans, pegs, tootie bags, etc. Finally, use enlarged pictures of children in class or pictures of any of the above-mentioned objects.

3. Have children identify own pictures and names; have them choose theirs from a group of three names and/or pictures. Have each child find his name card on the floor and stand on it. Have each child attempt to identify others in the class by putting his hand on each other child and repeating his or her name. Have children use an object in class and then give it to another child upon request.

4. Practice standing on one foot, standing, walking, and running on tip toes in classroom. Sing, "This Is the Way We Stand on One Foot," "This Is the Way We Stand on Tip Toes," "This Is the Way We Walk on Tip Toes," "This Is the Way We Run on Tip Toes," etc. Have children repeat "stand, walk, run, foot, tip toes," as the teacher demonstrates the meaning of each word. Have children practice the action of each verb before actually attempting the activity with singing.

5. Introduce the word "blow." Say the word and demonstrate the action to the children. Use candles, matches, feathers, Kleenex, ping-pong balls, etc. for blowing exercises.

Tuesday-Thursday, Food Preparation

1. Pop popcorn.
2. Make pancakes.

Allow children to help assemble food articles and materials and/or equipment.

Have children repeat new words (orally or manually) such as "popcorn," "oil," "salt," "popper," "butter," "bowl," "pan," "flour," "milk," "egg," "syrup," "spoon," "knife," "fork," etc.

Have children set table when necessary, pass their plates for food, use silverware appropriately, attempt new foods and textures, use napkins, clean up table after eating and put away materials.

Encourage as much language as possible during activity and insist that children ask--in some way--for the food that they have prepared.

LESSON PLAN

(Example)

SOCIALIZATION ACTIVITIES, G.R.

OBJECTIVE	TEACHER	CHILD
1.2 Responding with adults and children.	Will provide opportunity for children to explore and use space for body movement.	Will experiment moving the body space with adult
1.3 Interacting with adults and children.	Will provide opportunity for children to accept another child as a partner in movement activities.	He will move for backward, and si
1.4 Cooperating with adults and children.		He will touch th front, back, and of his body.
5.1 Development memory and imagination.		He will move for backward, and si in space.
5.2 Developing perception of receptive language.		After he has gon through routine adult, he will h another child's with adult help.

LESSON PLAN

(Example)

SOCIALIZATION ACTIVITIES, G.R.

	TEACHER	CHILD	TEACHING MATERIALS EQUIPMENT
th ildren. ith ildren. ith ildren. emory on. rcep- tive	Will provide opportunity for children to explore and use space for body movement. Will provide opportunity for children to accept another child as a partner in movement activities.	Will experiment with moving the body in space with adult help. He will move forward, backward, and sideways. He will touch the front, back, and side of his body. He will move forward, backward, and sideways in space. After he has gone through routine with adult, he will hold another child's hand with adult help.	Record player. Record: Hap Palmer's record, "Learning Basic Skills Through Music," Vol. II, side 2.

LESSON PLANS

(Example)

1/17 - 1/21

Teacher B.H.

Aides G.C., J.U.

Students: Group 1 (2)
Group 2 (2)

Monday - Friday:

9:00 - 9:30 1. Good morning greeting; 2. Hearing aids; 3. Toilet; 4. Play.

9:30 - 10:00 Socialization (G.R.)

10:00 - 10:30 Language session: Emphasis: Learning language skills for self identification (self-concept)

Sentences: Who is here? What is your name?

Will have snack time--language lesson.

10:30 - 11:00 Individual instruction

Group 1 (with G.C.) Arithmetic: Numerical concepts 5 - 10

Group 2 (with J.U.) Reading and writing: Children's names in class, and vocabulary used during week.

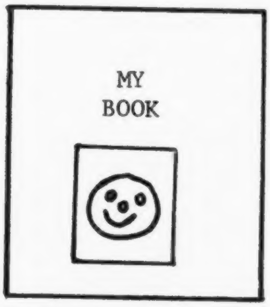
Special: Story about our making spaghetti for lunch on Thursday.

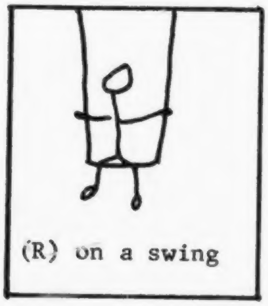
(S) Conceptual and manipulative

1. Clay making 2. Drawing, coloring 3. Puzzles

(R) Numerical concepts 1 - 5; e.g., one, #1, 1,2,3,4,5, adding 1 - 5

Reading--make a special book for (R). Add a page each day.





etc.

11:15 - 12:00	Lunch
12:00 - 12:30	Language lessons involving recreation and using leisure time.
Monday -	Class will make art project with Mrs. L.
Tuesday-Friday	Make paper maché cow for dairy trip (February 3).

Language activities for wet versus dry:

1. Have many items; have children separate wet from dry.
2. Play "boats" in dish pans; show wet; later we are dry.
3. Play "washing" face; clothes, hands; wet/dry.
4. Water plants around the school with watering cans; show wet and dry soil.

Letter to parents:

Dear Parents,

This week we are working on the concepts of wet and dry (among other things).

To illustrate the changes that occur due to wetness, we will make spaghetti from scratch (almost), and eat it for lunch.

So--, on Thursday, January 20, please send only a beverage in your child's lunch.

Thank you.

B.H.

RIC

USE OF MEDIA WITH HANDICAPPED CHILDREN

CONTENTS

INTRODUCTION 97

CLOSED CIRCUIT TELEVISION 98

    Baseline Data 98

    Progress Reports 98

    Video Tape Evaluation Reports 99

    Motor Evaluation Report 100

    Staff Evaluation 100

    Inservice Programs 100

    Dissemination of Program Information . . 101

    Instructional Aids for MH Children . . . 101

MOVIES AND FILMSTRIPS 102

    Commercially Made Movies and Filmstrips . 102

    Preparing Your Own Movies 102

    Public Relations and Information Dissemination 103

    Preparing Filmstrips 104

    35mm Slides 104

    Inservice and Program Information Dissemination 104

    Instructional Aids for MH Children . . . 104

OVERHEAD AND OPAQUE PROJECT

    Instructional Aids of

FRONT vs. REAR PROJECTION

    Sound Generation . .

    Rewards or Reinforcers

    Rewarding Projects .

EQUIPMENT--WHAT AND WHY .

    Closed Circuit Televisi

    Cameras . . . .

    Projectors . . . . . .

    Record Players . . . .

    Tape Recorders . . . .

    Miscellaneous . . . . .

SPECIAL NEEDS THAT WILL DRIV ADMINISTRATORS CRAZY . . .

CONTENTS

. . . . 97

ELEVISION 98

ta 98

ports 98

Evaluation Reports 99

ation Report 100

ation 100

ograms 100

n of Program Information . . 101

l Aids for MH Children . . . 101

RIPS 102

Made Movies and Filmstrips . 102

ur Own Movies 102

ions and Information
ion 103

lmstrips 104

. . . . 104

d Program Information
ion 104

Aids for MH Children . . . 104

OVERHEAD AND OPAQUE PROJECTORS 105

Instructional Aids of MH Children . . 105

FRONT vs. REAR PROJECTION 105

Sound Generation 107

Rewards or Reinforcers 107

Rewarding Projects 108

EQUIPMENT--WHAT AND WHY 114

Closed Circuit Television 114

Cameras 114

Projectors 115

Record Players 116

Tape Recorders 116

Miscellaneous 117

SPECIAL NEEDS THAT WILL DRIVE YOUR
ADMINISTRATORS CRAZY 117

THE USE OF MEDIA WITH HANDICAPPED CHILDREN

INTRODUCTION

During the course of my work as media technician at the East San Gabriel Valley School for Multi-handicapped Children, I have searched for books to help me to do a better job. Everywhere I look I find books on audio-visual instruction, closed circuit T.V., etc., but haven't been able to find many that pertain to multi-handicapped children. If you study media for very long, you soon know about audio-visual equipment, what it looks like, and what it does. But if you want to use this knowledge, you must be able to find or create software that will be pertinent to the group that will be watching your shows. I am hoping that you will get some ideas from this section that will help you along those lines.

A few things should be mentioned before we go on to the book. Have you worked with small or handicapped children in the past? If so, you have probably found that your best results have come after you have become close to the child. Media specialists need to develop an understanding of the children they work with. So often I have gained insight into a problem by putting myself into the child's shoes. Imagine yourself being four years old, partially blind, partially deaf, and functioning at an eleven month old level. You may find that a toy or program you have planned for this type of child is frightening or meaningless. You can learn so much by talking and listening to the teachers in your school. They may be your best source for new ideas--they know what they ca
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To me, media is anything
attract attention, elicit a r
give a reward for appropriate
With this in mind, let us go
share our hints, kinks, and i
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Terry
Spring

HANDICAPPED CHILDREN

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ideas--they know what they can use--and I can say that they have been my primary input for knowledge and moral support.

To me, media is anything that can attract attention, elicit a response, and give a reward for appropriate behavior. With this in mind, let us go ahead and share our hints, kinks, and ideas on the subject.

Terry Lee Smith
Spring, 1972

CLOSED CIRCUIT TELEVISION

Let's begin by talking about closed circuit T.V. and its variety of uses. Consisting of a camera, video tape recorder, and a monitor, CCT can be used as a teaching device, a diagnostic tool, and a means of compiling a file on a child's growth.

Baseline Data

Baseline data, or a record of the child's initial characteristics, is important to the teacher when he needs to see what progress has been made during the year. A video tape of the child can be made at the time he enters the school and at the beginning of each year thereafter. These baseline data would be put on a new tape at each shooting as you may want to use the same tape as the beginning of a progress report. When it comes to writing a script for the taping, try making your own variation of the examples shown in Figures 1.1 and 1.2.

The activities to be recorded and the length of the recording should be discussed with the teachers of your school to find out what information will be necessary. Be sure to have the microphone turned on while you are doing the taping.

Progress Reports

Baseline data tapes could be used as a progress report, or a completely different format may be desired. The teachers can decide

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Figure 1.3
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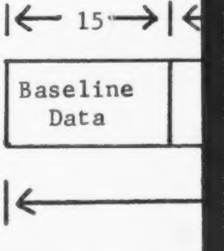

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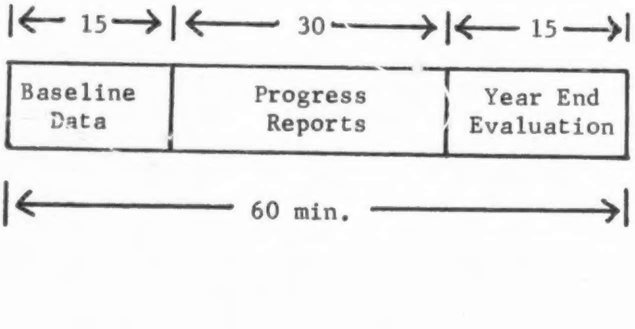
what areas they need to work on with information obtained from viewing the baseline data tapes. These areas can be written down on a script and be used for monthly, trimonthly, or bi-annually progress reports.

Figure 1.3 shows an example of a script for a child whose primary handicap is motor activities. Teachers will probably have the activities of the children broken down into four or five general areas, such as, Motor, Language, Daily Living Skills, Socialization, etc. Try to keep the script as simple as possible. An hour tape for the year for each child should be sufficient if you are prepared and efficient in your operation. A sample tape is available for loan. Write the East San Gabriel Valley School for Multi-handicapped Children.



AREA CENTERS FOR
SERVICES TO DEAF BLIND CHILDREN
CALLIER HEARING AND SPEECH CENTER
1966 INWOOD ROAD, DALLAS, TEXAS 75234

VIDEO TAPE EVALUATION REPORT

Child: ______________________ Date __________

Reporter: ______________ Evaluation No. ________

I. Unstructured Situation

II. Task Orientated Situation

III. Stimulation Orientation

IV. Interpersonal Orientation

V. Summary of Behavioral Observations

- A. Use of Hearing
- B. Use of Vision
- C. Use of Touch
- D. Use of Taste and Smell
- E. Use of Objects
- F. Relating to Persons
- G. Verbal Behavior
- H. Receptive Language
- I. Expressive Language
- J. Motor Skills
    - 1. Gross
    - 2. Fine
- K. Response to Structure

Figure 1.1

MULTI-HA
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VIDE
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Child: ______

Major Handicaps: ______

Etiology of Handica

Birthdate: ______

Prior Schools: ______

Time at This School

1. Form Board

    A. Four Shape
    B. Montessori

2. Sand, Cotton ba

3. Vibration, Ligh

4. Maze (ladder, b

5. Free Time with

6. Comments:

This form to be fil
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MULTI-HANDICAPPED SCHOOL
5607 BARRANCA AVENUE
AZUSA, CALIFORNIA 91702
(213) 335-6511

VIDEOTAPE REPORT
BASELINE DATA

(Preliminary Format)

Child: ____________________ Date: ________

Major Handicaps: ________________________

Etiology of Handicaps: ____________________

Birthdate: ______________ Sex: ___________

Prior Schools: __________________________

Time at This School: ______________________

1. Form Board
    - A. Four Shape Form Board
    - B. Montessori Cylinder Block
2. Sand, Cotton balls, Water
3. Vibration, Light, Sound
4. Maze (ladder, box, tunnel, stair/boat)
5. Free Time with Parent or Teacher
6. Comments:

This form to be filed with child's performance grids.

Figure 1.2

MULTI-HANDICAPPED SCHOOL
5607 BARRANCA AVENUE
AZUSA, CALIFORNIA 91702
(213) 335-6511

MOTOR EVALUATION REPORT

(Preliminary Format)

Child: ______________________ Date: ________

Reporter: _______________ Evaluation No. ____

I. Unstructured Situation

   A. Comments

II. Task Oriented Situation

   A. Gross

      1. Sitting Up
      2. Crawling
      3. Standing
      4. Walking

   B. Fine

      1. Reach
      2. Wrist Rotation
      3. Grasp
      4. Object Manipulation

Figure 1.3

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MULTI-HANDICAPPED SCHOOL
5607 BARRANCA AVENUE
AZUSA, CALIFORNIA 91702
(213) 335-6511

MOTOR EVALUATION REPORT

(Preliminary Format)

____________________ Date: ________

________________ Evaluation No. ____

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Sitting Up
Crawling
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Object Manipulation

Figure 1.3

Staff Evaluation

The teachers and aides in your school may have a problem someday and you can be useful in trying to help find the answer. Perhaps a teacher has been working with a child using methods that have worked previously, but don't seem to be doing the job now. By taping the activities, you can show the staff what is being done and how. By viewing this tape once or twice (or even more times), it is highly probable that suggestions will be made that will find the reason for the difficulty or present an alternative approach. Try to be as inconspicuous as possible when making the tape. Keeping a video tape file of activities that have worked previously for comparison is helpful, or you may find this type of video taping is not necessary if the staff is able to discuss their problems freely. But, in any event, these tapes would be useful in preparing inservice programs.

Inservice Programs

You may be asked to prepare tapes for showing new personnel or professional visitors how certain things are done with the children. Find out what the major areas are that need to be shown, such as, Gross and Fine Motor, Communication, and Language. Also, many of the every day activities done at the school can be shown with the aid of an "overall view" video tape presentation. Consider making additional presentations about such things as, "How to Feed an MH Child," "How to Go Potty," "Types of Field Trips," "What Can the Parents of New Students

Do at Home?" or "The Use of Special Equipment at the School." Many of these same tapes can be used by the staff when they are asked to help at another program.

Dissemination of Program Information

If your school has unusual successes or defeats, you will certainly want people to know about them. If your school is well known, people will be writing, wanting to know what is going on. You will probably be called on again and again to provide this media. As stated earlier, inservice tapes can be used for dissemination purposes. Be careful not to send away your only copy of a presentation. It may get damaged, lost, or permanently borrowed, and leave you with the job of replacing it.

Instructional Aids for MH Children

Up to now, direct needs of the children have not been discussed. Depending upon the children, CCT can be used to help teach sign language, lip reading, size, shape, object, letter recognition, and many other activities. Remember the danger of the child getting too close to the screen. You may find that none of the children see well enough to get anything out of a television set six feet away. Another point to ponder is the advantage of color over black and white. If your children can be helped by CCT, color has been proven easier to see than black and white. At the Florida State School for the Blind, the children who were partially blind were actually able to tell the teachers of the greater impact of color television. But, if your children can't be helped

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A good use of video tape can be exemplified by the old saying, "tell 'em what they're going to see, let 'em see it, tell 'em what they saw." This is a fine way to help MH children learn from a field trip or other environmental experience. The reason is obvious. Children don't learn from just one encounter with a stimulus. It may be useful to visit a location scheduled as a field trip a couple of weeks in advance of the actual trip. Use a portable video tape recorder to tape the pictures you want while a teacher provides the narration and/or manual sign language necessary. Show this tape (keep it to 15 minutes or less) to the children each day for a week prior to the trip. During this same period, you should also present pictures, real objects, and whatever else may be available to reinforce the planned field trip. Films or filmstrips that are applicable might be found, or you may want to make your own (see "Movies and Filmstrips"). While the children are on the field trip, a video tape of them in action could be made, then shown on the following day.

Another use of video tape with the children is to tape directly from the regular television channels. "Sesame Street" has been taped in this way at the MH School then edited down to 10 or 15 minutes length (to remove the higher level parts), and shown to the children. A greater amount of interest has been shown in these tapes than in borrowed films.

MOVIES AND FILMSTRIPS

Closed circuit television has its disadvantages as well as its advantages. While it may be easy to show a video tape at your location, it might be useless to a lot of other people. Movies and filmstrips shown on rear projection screens provide an inexpensive way for the children to get as close as they want to the screen, to become involved in the media.

Commercially Made Movies and Filmstrips

There are several sources for commercially made movies and filmstrips. They can usually be borrowed from your school's district or county office. They might be obtained from Captioned Films for the Deaf, U. S. Department of Health, Education, and Welfare, your Regional Media Center for the Deaf, or other sources. These are usually 16 mm films with optical sound.

These movies may not cover subjects you can use. Some searching will be needed to find just what you want. Always try to keep your selection simple. Many of the children will be benefited by movies and filmstrips of animals, homes, toys, or common everyday things. The teacher can use these films to help her with a language lesson, visual perception activities, or just to reap the benefit of the bright and colorful lights. However, you may not be able to find just what you need for your school's children in the catalogs. For example, where would you find a movie consisting solely of a white spot that moves all around the screen? A movie such as this could aid in reducing nystagmus, visual tracking or trailing with the child's finger. You may want

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a color movie about a child's favorite pet or a trip to the beach; to use animation for making certain toys come alive or pieces of a puzzle that put themselves together. You may want different shapes to move around or have a black dot expand into a line that spells a child's name. There are many possibilities with animation. The big secret is being creative within the realm of reason for your multi-handicapped children.

Preparing Your Own Movies

As mentioned in the CCT section, you might like to make special films to help reinforce field trips or other activities. Following are two examples of this type of animated movie:

Milk Comes From Cows

"This is milk." (Milk being poured.) "You can drink milk." (Girl drinking milk.) "You can pour milk on cereal." (Milk being poured [illegible] cereal.) "Milk is good." (Girl giving sign for "good.") "Where does milk come from?" (Boy with thought-balloon, as if thinking about the question.) "From a dairy." (Long shot of dairy.) "Milk cows live at the dairy." (Medium shot of two cows eating.) "This is a milk cow." (Medium shot of milk cow profile.) "She is big." (Boy walks up to cow for size reference.) "Her udder holds milk." (Close up of udder, zoom out to medium shot.) "A farmer milks her with a machine." (Medium-long shot showing farmer connecting machine.) "The machine puts milk into many bottles."

(Medium-long shot of bottles being filled.) "The milk goes to the store in a milk truck." (Medium shot of truck being loaded and driving off.) "The store keeps the milk cold." (Truck backs up to store, is unloaded, and then drives off.) "Mommy buys milk at the store." (Woman pushing cart to dairy case and getting milk.) Then show glass of milk, bottle of milk, and milk cow. Repeat milk, bottle of milk, and milk cow. End.

A Ball Can Roll

(No captions or audio. Teacher provides language for level of particular group of children.)

Ball rolls off in distance, rolls down and up a valley, and rolls into town. Ball finds something round like him and is happy. Ball goes in and out of small and large building and a hamburger stand. Ball rolls to stop sign by school and stops while boy crosses the street. Ball rolls on, then stops for train. Ball rolls on into tunnel where it is dark. Ball comes out of tunnel, stops to watch a bird, and rolls into a thunderstorm. The storm slackens and a rainbow appears. Ball rolls under rainbow, then rolls into door of farmhouse (home). End.

Begin your own library of films for multi-handicapped children. Keeping the length of the films at fifty feet or below will aid in your storage problems, and films of this length can be put into film cassettes for use with some of the newer projectors. Some cartridge or cassette film projectors can hold more than fifty feet of film. These projectors will be discussed later in the book.

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Public Relations and Information Dissemination

Most "normal" people prefer to watch color rather than black and white. While not as easy to prepare as a video tape, color super 8mm movies are a good way to produce a dynamic presentation about your school and the things that are done within it. As stated earlier, it may be easier to show a movie and cassette sound tape than it would be to try to run a one-half inch video tape on a one inch machine. Possibly, you should try to make a color movie first, then copy it onto video tape. It may not be easy to make a movie of any great length, but the results may prove to be worthwhile. For example, it took about 1,100 feet of film and two months work to produce a movie that was 400 feet long when it was finished. Adding sound and getting it synchronized took about another month. It was a rush to get it done, but it was worth the effort. The use of video tape for this project would have been greatly preferred.

As you know, movies are very good for motion and color. One drawback of making movies of multi-handicapped children is that they tend to stop doing what you want and stare at your nice bright lights. The use of film with a high ASA will reduce this problem. Another alternative for preparing visual perception media is the use of a 35mm camera.

Preparing Filmstrips

Filmstrips are of great value in education. The preparation of a filmstrip is much the same as that of an animated movie without the motion. Most 35mm cameras cannot make regular filmstrips. The size of each frame is larger than that which is commonly used. A half frame camera can be purchased to allow making filmstrips directly or you may begin your filmstrip by preparing normal 35mm slide transparencies, then send them out to be made into a filmstrip. Each laboratory differs slightly, so contact your local filmstrip laboratory for the details. It will probably be found that a filmstrip is too expensive to have made. The main benefits of filmstrips over slides are: 1) extreme ease of storage; and, 2) easier to set up for viewing. The drawbacks to be considered are: 1) they are not normally easy to splice if broken; 2) the format of the presentation cannot easily be changed or updated; and, 3) cost.

35mm Slides

Slides require a small amount of equipment and are easily adaptable to a variety of activities. Slides store easily and are easy to send away for others to see. Also, slides may prove to be the best solution for economic reasons.

Inservice and Program Information Dissemination

Slides are commonly used as the media for inservice workshops, parent meetings, large groups of visitors, etc. The benefits are self

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Instructional Aids for Multi-handicapped Children

Slides are excellent for presenting a variety of visual perception activities. Pictures can be taken of the children themselves, their parents and toys at home, different shapes, sizes and colors to be used for matching completed puzzles, a common object with its manual sign alongside, and trees or flowers. Fun things in the park might elicit a response. With the aid of a felt board, several interesting arrays of colors and objects can be made and put onto slides. You might make programs that encourage writing on or touching the viewing screen. Both slides and movies can be made requiring the student to select a picture of an object and circle it or use as a target for matching with the real thing. A picture of a puzzle with one piece missing would be an example of this.

Slides of common sound sources, synchronized to the actual sounds recorded on a tape recorder may help your teachers. Slides that contain a word and object could be synchronized to sound also. Discuss these and other possibilities with the teachers at your school.

Use your camera to take pictures of the children themselves, then have them blown up to an 8" x 10" for use as placemats around their tables. Don't forget to remove the lens cap.

OVERHEAD AND OPAQUE PROJECTORS

These are valuable tools when working with adults, and provide another possibility for reaching the children.

Instructional Aids for Multi-handicapped Children

Overhead projectors can be used to show transparencies of items similar to the slides mentioned earlier. You may want the children to draw on a clear plastic sheet with a grease pencil and have the results shown on the wall or screen. An overhead projector puts a very nice white spot on the wall that can be used to help the children experience their shadow. If your projector has rollers and a roll of clear plastic on it, you can lay a small toy on it and have its shadow fly across the room. Visual tracking?

An opaque projector can be used to show the children pictures in a book or magazine. Putting the pages of a talking book on the wall in this manner might also prove useful.

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FRONT vs. REAR PROJECTION

Why do we use visual media to help teach children? It allows a wide variety of information to be shown; it saves teacher time in preparation of materials; and it presents a way for the children to become involved in many different experiences. Front projection screens are commonly used to show visual media and they seem to be the easiest to use when the viewers are adults. Their main drawback is in the problem of someone's getting in the path of light and blocking the picture. This very thing is the reason for using rear projection screens when children are the audience.

You want to teach something with your presentation, and the use of rear projection allows the children to become physically involved with what they see. One drawback of a rear projection screen is that without the aid of a mirror any printing on the film will be viewed backwards. This, or course, is no problem for some video presentations, but you have to be careful about what you put on the screen. The use of a mirror eliminates this problem.

It might be helpful to know how a rear projection screen is made. The screen itself is a matte' surface vinyl plastic, either grey or white, and at least .007" thick. The screen is mounted on a frame and the light from the projector is focused on the matte' surface with the viewing done from the shiny side of the plastic.

Experiment with different sizes and mounting configurations for the screen.

The easiest experiment would be to get a large box (approximately 2'x2'x2') and tape the screen over one of two large square holes cut in opposite sides of the box (see Figure 1.4). The plastic may cost from fifty cents to $1.50 and up per lineal yard.

There are several different types of rear projection screens on the market. Remember that your children will be touching, poking, drawing on, and even licking the screen. If you can, try to get a screen that has a clear plexiglas shield in front of it. You may want to cover the front of it with clear acetate plastic. This will allow the children to either stick plastic cut outs on the screen or draw on it with crayon or washable felt tip pens. This will allow the children to gain more from your color spectaculars. A screen 2'x2' will be large enough for three or four small children to see, but you may find you can seat more or less around it. A large screen is useful for making life size visual presentations and larger groups can be involved. A small screen is also effective when working with one child. Some schools are trying a wall sized screen and have had some success. Again, it depends on your type of children.

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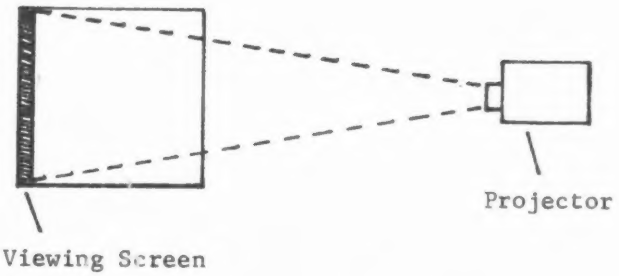
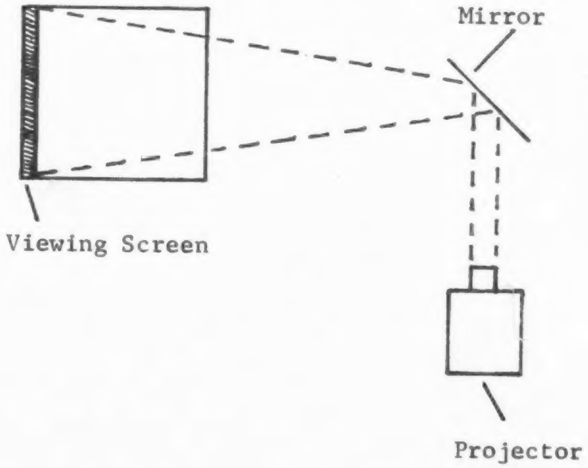


a. Projected image will be in reverse.



b. Projected image will be correct.

Figure 1.4

SOUND GENERATION

We have discussed some uses of visual media so now let's discuss some uses of audio media, or, in one word, "sound."

WOW! Have you ever looked up the word "sound" in an encyclopedia? Why not take a look? It might help you later on. Sound pressure level, frequency, db output, pure tone, harmonic, these are words you should be acquainted with so you can have a good discussion with your school's audiologist--a good person to know. The audiologist will define the hearing losses of the children in your school. He will also be of great help when you are thinking of some audio media for them.

You might want to make a toy to meet the needs of one child. Perhaps the teacher has requested a buzzer or bell to use as a reward. You won't want to give him one that the child can't hear. Or, you might spend some time calibrating the existing sound equipment. This should be done with the audiologist in his sound studio. Musical instruments, bells, buzzers, record players, etc. could be measured for their maximum output and frequency. Wait a minute--don't leave yet. You don't have to calibrate every piece of equipment in the school (although that would be nice). Ask your teachers what they think about calibrating some toys or instruments. They will probably come up with a short list for you to work with. You will see some uses of sound in the next sections, so right now, let's get off the audio-visual approach and get a little more specialized.

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REWARDS OR REINFORCERS

Unless you have worked with handicapped children before, you may not know what rewards and reinforcers are. Think of them in this way: knowing that you can go outside and play if you do something right is a reinforcer, actually going out to play is a reward.

Teachers have long known that food can be both a reward and a reinforcer. But what about a typical young rubella child who dislikes eating? You can help the teacher get the child to eat, go potty, drink, or accomplish other daily living skills with a vibrator or light.

If you offer a vibration or light reward to the child and he rejects it, what can you do? You can try different sources of both. Vibration, like sound, has definite characteristics of frequency and amplitude. You might like one kind of music while the next person likes another. A deaf child can make the same distinctions about vibrations. Light has controllable characteristics also. You can change the color and intensity of light to suit the need and a talk with your school's eye specialist may also give you some tips on what to use.

Back to the feeding problem. You might try shining a tensor lamp on the child's food, give him some, and if he makes an effort at a chewing motion, shine a light at him or touch him with a source of vibration. Naturally, you can't be in several places at once so the teacher or aide will best offer the reward. But, as in all the things you suggest to the staff, help all you can, and keep checking on its value. Here are some sources of vibration worth trying: small vibrator, electric hairbrush, electric toothbrush, buzzer, bell, audio transducer. Light can come from such sources as: penlight, multicolored flashlight, tensor lamp, one shot strobe units. Other sources of both vibration and light might be found that are easier to work with or provide the necessary characteristics for working with your children.

When applying these rewards, be as immediate as possible so the child will understand which of his actions you are rewarding. Therefore, be sure the devices you make are easy to handle and easy for teachers to use.

As well as being useful in teaching daily living skills, you can introduce rewards to help the teacher in getting a child to work a puzzle, match objects, sizes, colors, etc., sit or stand, make speech sounds, or, in other words, almost all of the areas where a child needs improvement. A visual presentation asking a child to do something may not get you very far without the aid of an external reward. Keep this in mind when planning your movies, video tapes, slide shows, etc.

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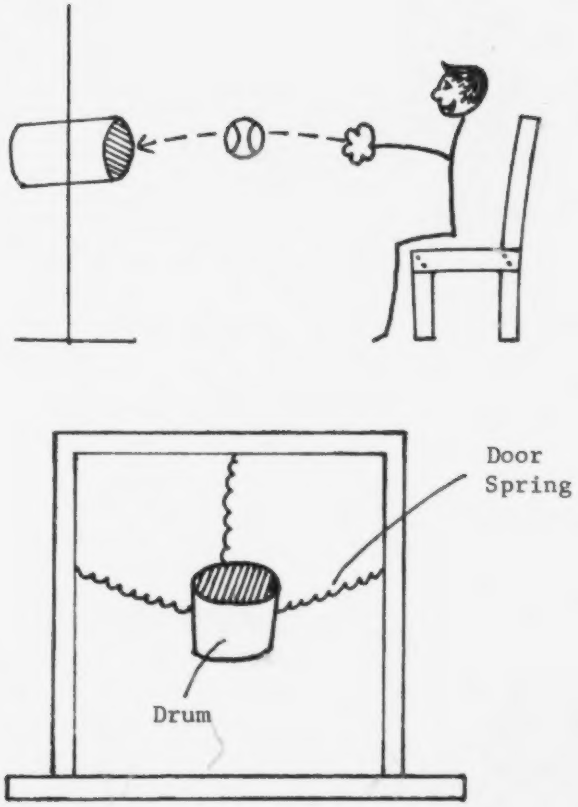
REWARDING PROJECTS

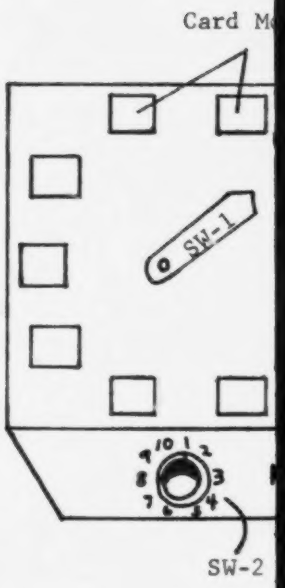
You will find that a large percentage of multi-handicapped children can gain much more from a specially designed toy or puzzle. Visual presentations are good for increasing the children's use of their visual perception but you also have to provide things they can use or will want to use with their widening awareness of the world. This is why the section on rewarding projects has been included. The projects shown have some type of built in reward or stimulation and can be made for little money. These are not detailed plans but rather simple drawings that you should find thought provoking. You will be drawing your own plans for your own projects if you add your ideas to the ones shown.

If you find that you do not have the time, materials, or know-how to build some of the projects shown, contact local organizations such as the Boy Scouts or Elks Club for assistance. The American Printing House for the Blind may accept some of your ideas and produce the items for you.



Target for Throwing

By suspending a drum with long springs (similar to door springs), a target can be made for throwing that will provide a sound reward for a child. A ball or bean bag thrown into the open end of the drum will cause the drum to make a sound and move around, also causing a visual stimulus.



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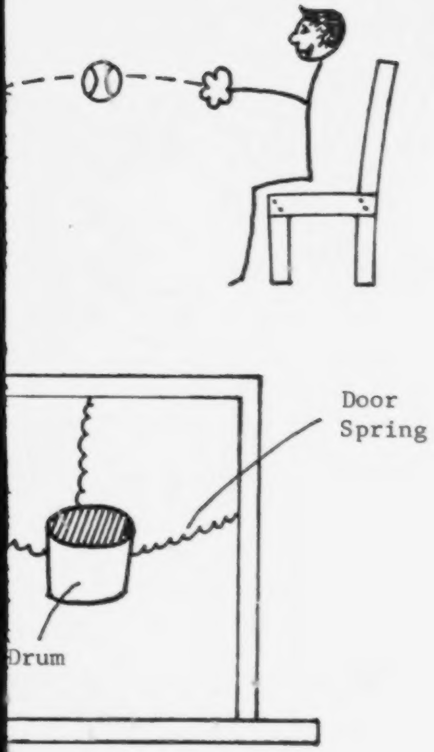

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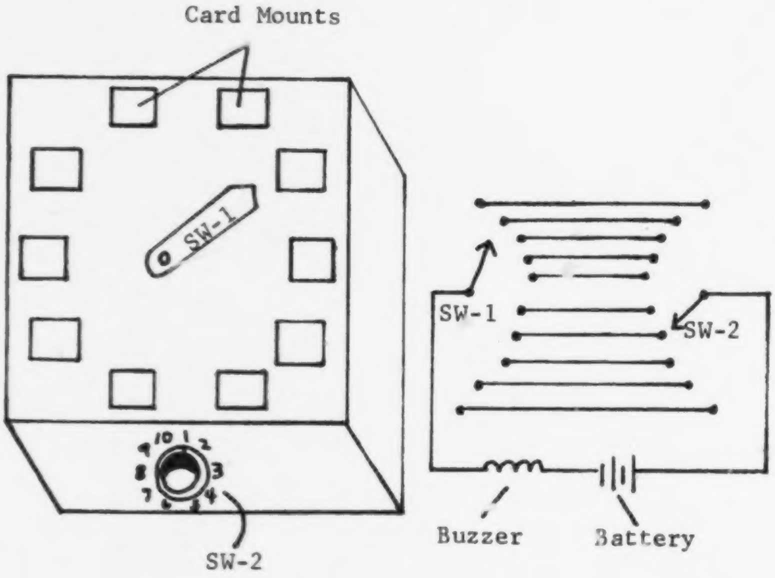
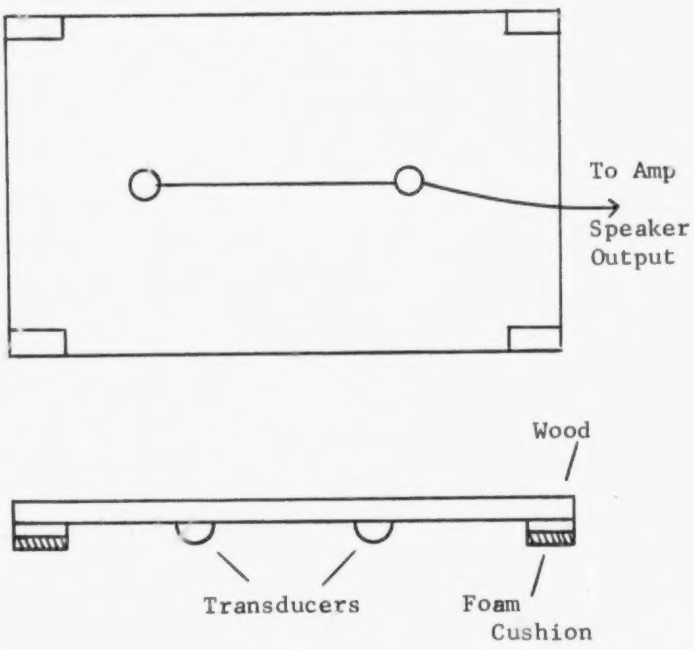


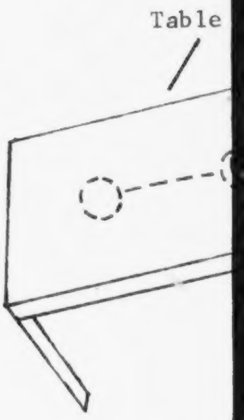
Recognition Box

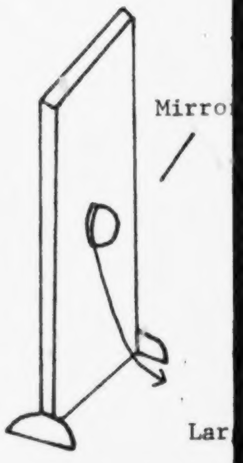
This box will vibrate if the child turns the large knob to a position that matches the setting of the small knob. The squares around the large knob can have letters, numbers, colors, or pictures of objects on them. For example, the teacher holds up a card with a picture of an apple on it. On the back of the card is a reference number that tells the teacher where to set the small knob. If the child correctly matches the apple with a picture of an apple on one of the squares, the buzzer will buzz.



Vibrating Board

This board has two audio transducers screwed to its underside. By connecting the wires for the transducers to the speaker output of a record player or tape recorder, it will allow a child to feel as well as hear the sounds from a recording. By setting the child on the board and giving him a microphone, any vocal sounds he makes will be immediately amplified and vibrate the board to aid in encouraging him to make speech sounds.





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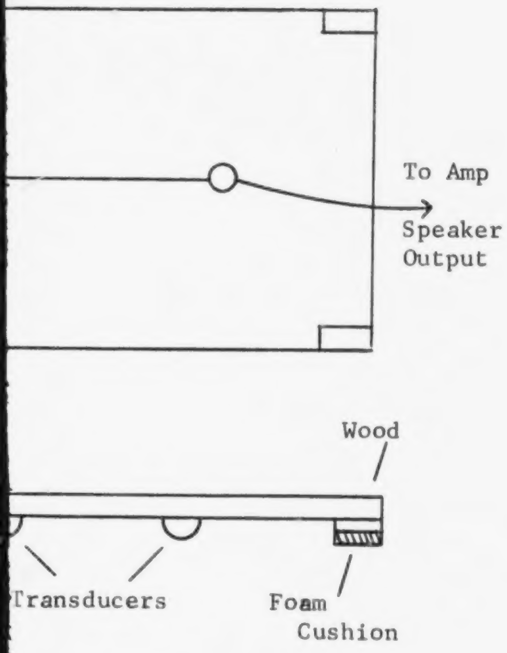

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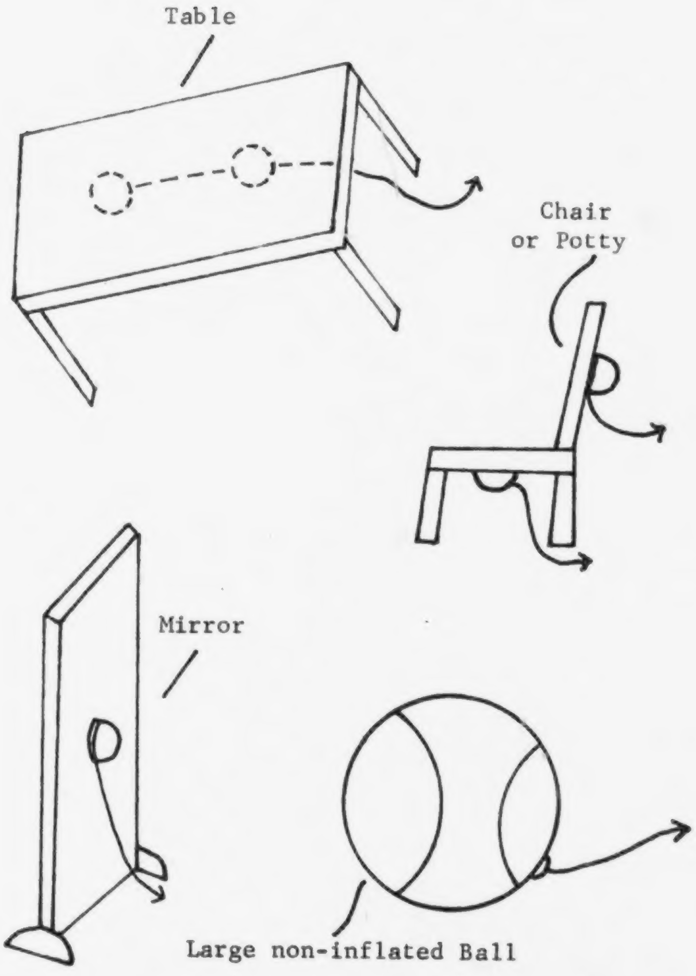
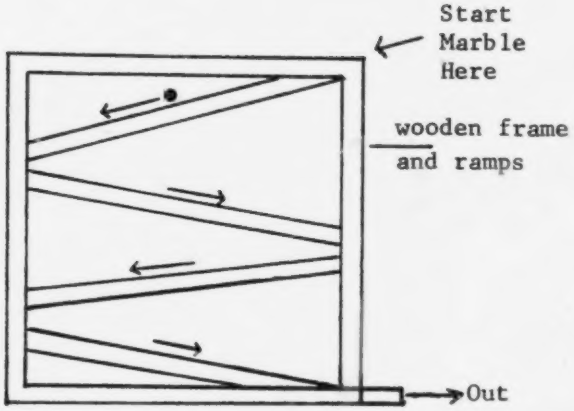


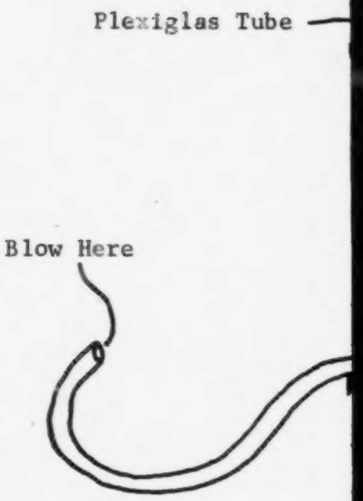
Other Transducer Location Suggestions

Audio transducers can be put inside of several different objects.



Rolling Ball

This device aids in visual tracking and the rolling marble provides a reward at the end when it comes out and strikes a drum, gong, bell, etc. Use a large marble with bright colors.



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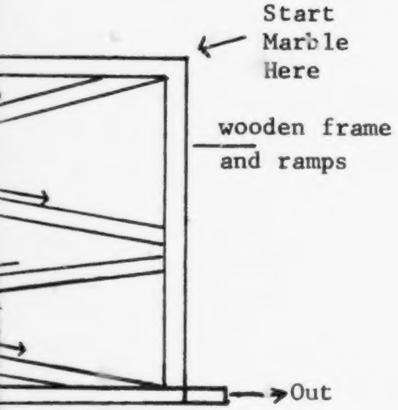

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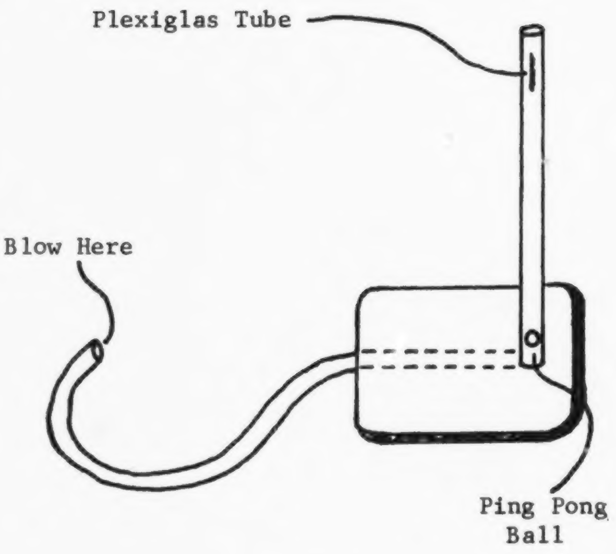
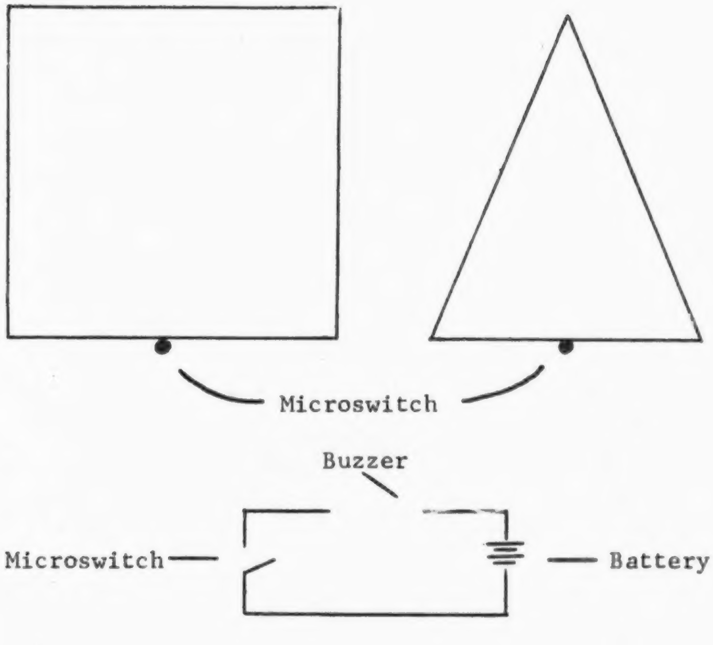


Blow Ball

To reward a child for blowing (important for speech development), construct this simple device. Blowing in the hose causes the ping pong ball to rise in the tube. Paint the ball with a bright color and have a separate hose for each child using this device.



Vibrating Shapes

The simple circuit shown can be put inside any of several different shapes. The trip pin (microswitch) is held in the off position as long as the object sits on the table. If the child lifts it off the table, it will vibrate and buzz to let him receive a reward. The special shapes can be used with non-rewarding shapes, or all the shapes could have the circuit built in.

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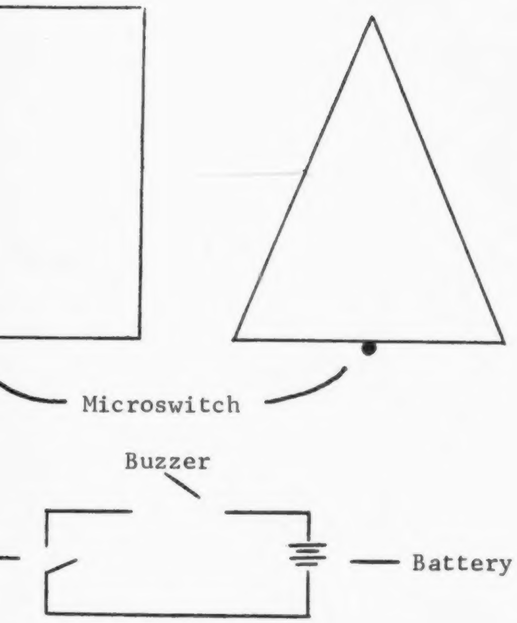

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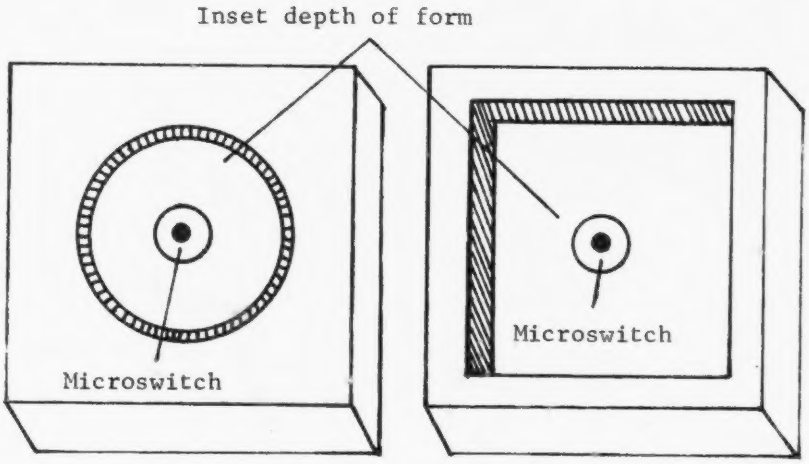
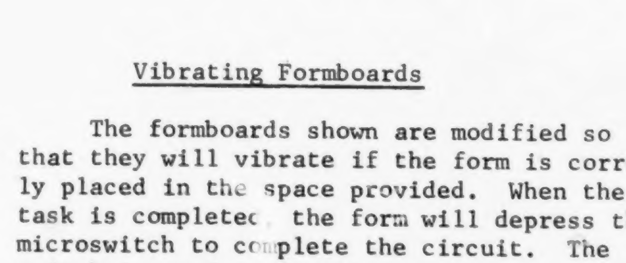
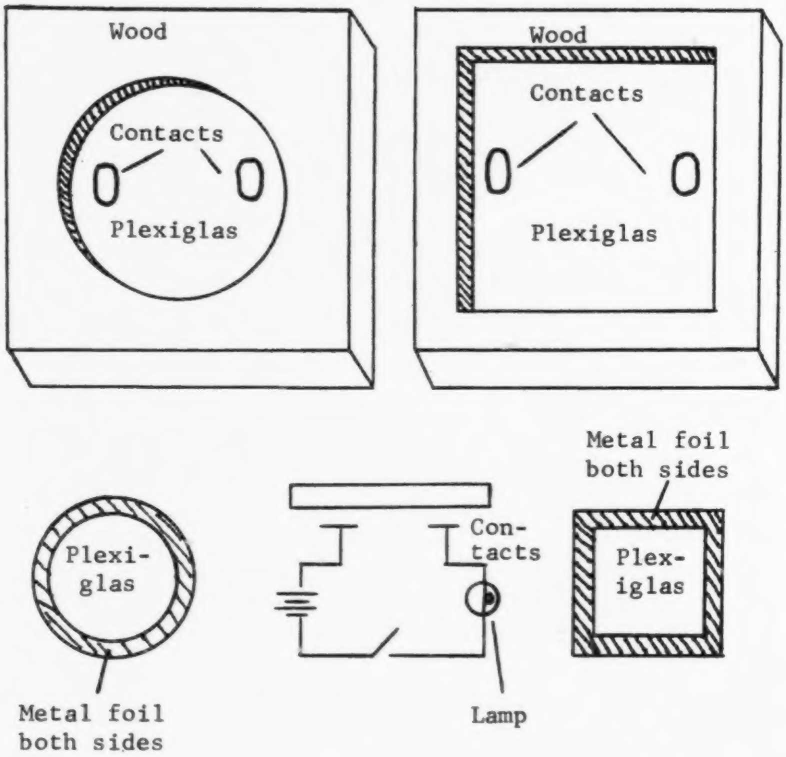
ple circuit shown can be put inside l different shapes. The trip pin is held in the off position as long sits on the table. If the child the table, it will vibrate and buzz ceive a reward. The special shapes ith non-rewarding shapes, or all the have the circuit built in.





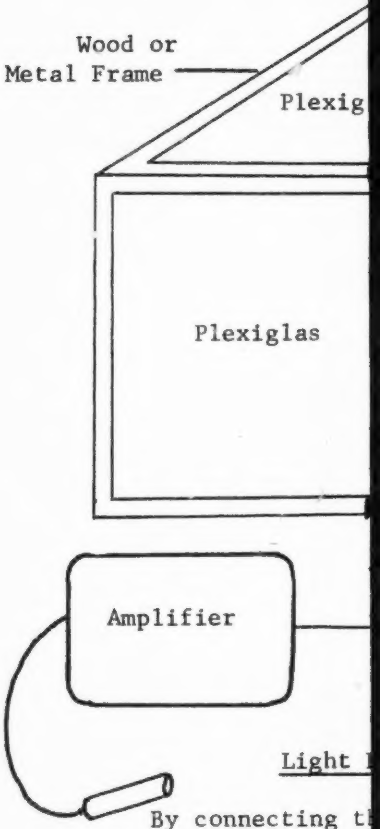
Vibrating Formboards

The formboards shown are modified so that they will vibrate if the form is correctly placed in the space provided. When the task is completed, the form will depress the microswitch to complete the circuit. The switch is used to deactivate the unit for storage.



Lighted Formboards

This is similar in operation to the vibrating formboards, except it uses a light instead of vibration reward. The spaces for the shapes are plexiglas to allow a light underneath to shine through. The metal foil does not completely cover both sides of the form. It merely rings the circumference or the plexiglas shape to allow the light to shine through.



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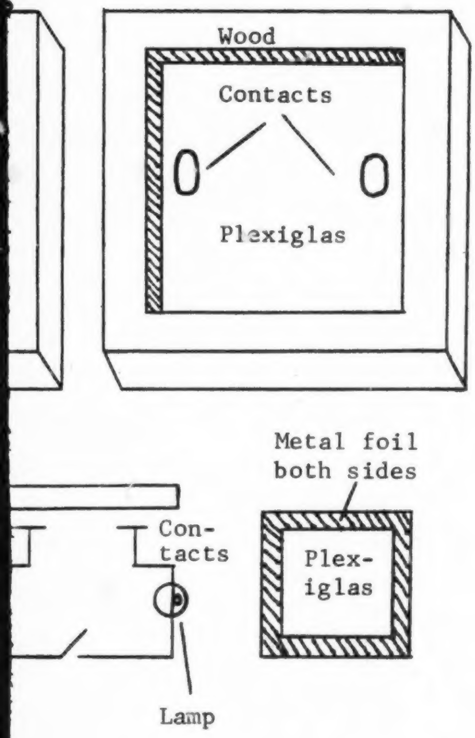

Formboards

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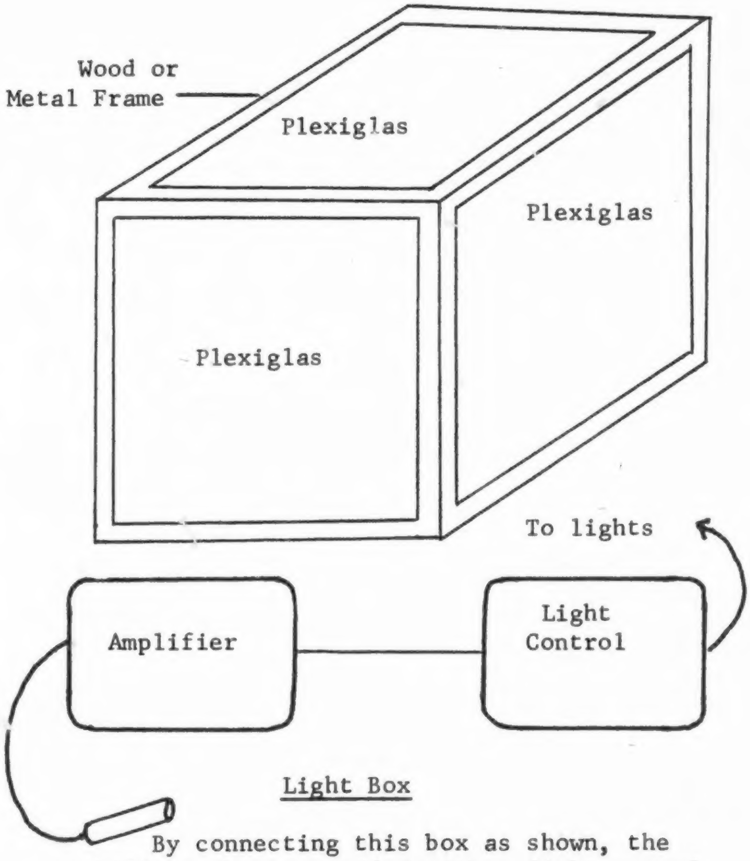
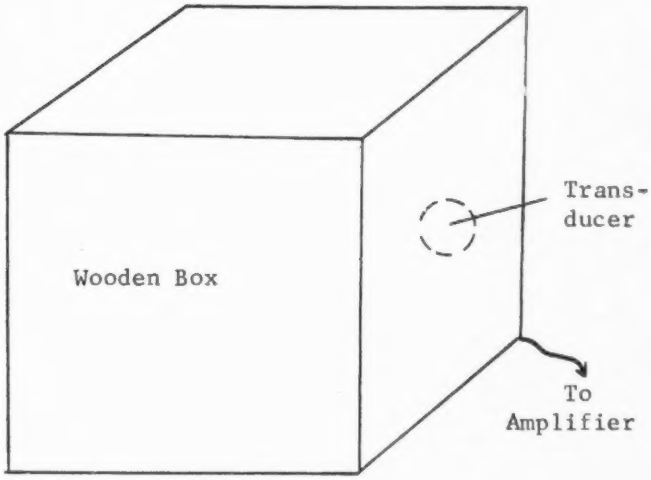


Light Box

By connecting this box as shown, the child has been provided with a light reward for making vocal sounds. The sides of the box are plexiglas. Any sounds made into the microphone will be amplified, then converted to signals that will make the light flash. A color organ would serve nearly the same purpose and this device can be purchased from several outlets. The light could be merely a lamp plugged into the light control device, rather than a special box.



Vibrating Box

This is similar to the vibrating board. Have children sit on or around it to feel the vibration.

Closed C

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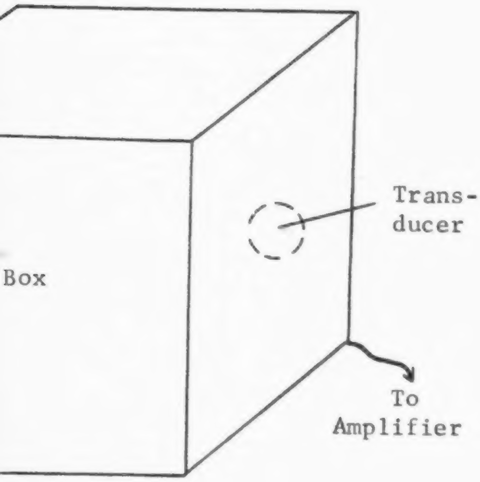

ibrating Box

milar to the vibrating board. Have
or around it to feel the vibration.

EQUIPMENT--WHAT AND WHY

Closed Circuit Television

We have chosen one-half inch video tape equipment. It is less expensive than equipment which uses larger tape. The tape itself costs approximately one-half of that for one inch machines. The quality of picture is slightly inferior to that of the larger tape, but is surely adequate. An inexpensive way to provide video tape coverage for the entire school would be with the use of a portable unit. You will also want video tape recorders with an electronic editing feature. These will be used to compile smooth flowing programs comprised of the tapes made on the portable unit. The portable unit can be used on field trips, and in the child's home, as well as in the classroom. Whatever brand you select, you should check to see that it is up to EIJA compatability standards.

Cameras

In selecting which camera to use, your first deciding factor should be personal preference due to past experience. Still cameras for taking slides and photos are available in many sizes, quality, ease of operation, and cost brackets. Talk with a local camera store to find out what is available. A single lens reflex camera with an automatic F-stop lens is recommended. This type of camera is reasonable in price and certainly offers ease of operation. You merely focus and press the shutter, which allows you to get some shots and check various settings of the camera quickly. A big advantage of an SLR camera is the lens changeability.

A telephoto lens will be helpful for getting shots of children who prefer to watch the camera instead of what they are doing. You will want a rechargeable electronic flash rather than flashbulbs. A short recharge time is an extra convenience. You may want two cameras; keep one loaded with color and the other with black and white. When buying film, get the type that has a high ASA rating so you can get by without a flash if you need to.

Movie cameras are available in a variety of types also. Again, your personal preference should come first. A type of movie camera that will meet your needs is one that has at least 24fps, 18fps, and single frame, plus a provision for connection to a cassette tape recorder. A good zoom lens should be a consideration also. The electric rather than the wind up type is preferred simply due to the ease of operation. A single flood lamp that mounts directly on the camera may be needed. You should select the movie film for your camera by asking your dealer which will provide the best picture in the least amount of light. There are movie films available now with ASA ratings as high as 160. With any film that you buy and will want processed, you should buy the proper prepaid processing mailer. This will save many trips to the camera store. You will have to choose between regular 8mm and Super 8mm. A talk with your dealer will point out the pros and cons of both.

Projectors

You will need t
slide, overhead and
jectors. All of the
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Filmstrip proje
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Projectors

You will need to select filmstrip, slide, overhead and opaque, and movie projectors. All of these can be selected to suit your needs by considering a few necessary factors. Prime factors for all projectors are how much noise they make while in operation and how bright the picture is which they provide.

Filmstrip projectors are fairly easy. Consider ease of operation and cost, and you might give some thought to the number of filmstrips available that can be synchronized to sound tapes if the proper projector is used.

Slide projectors to be considered should come with zoom lens, a bright and low light position, a timer, and provisions for connection to synchronizing equipment such as automatic dissolve controls and sound sync systems. The type that allows a rotary slide tray to lie flat are worth a second look.

Overhead projectors should be chosen for their ease of operation, brightness, and glare. Opaque projectors can be chosen on these factors plus the size of document that can be projected.

Movie projectors should first be decided upon by their film size. A 16mm projector with the light activated sound mechanism will be a must. Ease of operation and the quality of mechanics are important in movie projectors, as in all the equipment you will need to do your job.

A combination 8mm and Super 8mm projector is also required. It should have a provision for connection to a cassette tape player for sound synchronization. Super 8mm cassette film projectors are becoming popular and are very easy to use.

Record Players

The type of record player selected can either be stereo or mono. At least one of each will be needed. You could do without the stereo player, but you may want it for use with the two transducers on a vibrating board. The standard speeds (78, 45, 33, and 16 rpm) should be selectable and the tone arm should be of good weight and balance. There should be provisions for microphone input, output to external amplifier, and output to external speakers. Record players get a lot of abuse so the quality of construction is important.

Tape Recorders

A good 4 track reel to reel tape recorder is useful in preparing sound tracks for your visual presentations. The types that allow recording on one track while listening to the other are the most versatile. Right now, cassette tape recorders do not have this feature due to the size of the tape. A cassette tape recorder should be extremely simple to operate. The teachers and other staff members will be operating these as well as yourself. A pause control and a built-in microphone are nice conveniences.

There are roughly eight points to consider in the purchasing of new equipment. These points

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e roughly eight points to consider
sing of new equipment. These points
are offered from well experienced people in the field.

1. Determine what use the equipment will have in your curriculum, whether the equipment can be permanently installed or will be portable, and who will be expected to operate the units.

2. Fully examine and evaluate the new equipment not only for ease of operation, but also for durability, availability of parts, and accessibility of internal components for repair.

3. Don't purchase home quality equipment for use in schools. Select heavy-duty, long-lasting equipment that will stand-up under constant use by inexperienced individuals.

4. Purchase equipment from reliable firms who have been in the audio-visual field for a number of years, and who will provide adequate regional or local warranty service or major repair centers.

5. Avoid equipment offered in "special close-out sales." These units have either been failures in one way or another, or have been phased out of production (causing scarcity of replacement parts).

6. Avoid low-price discount houses. Although the prices are appealing, the availability of replacement parts or service. centers will cause problems. Reputable electronics firms or audio-visual dealers usually give educational discounts and are able to supply replacement parts and are willing to help you solve any problems which occur.

7. Consider equipment specifications and options before you consider the price. Purchase those units which satisfy needs, rather than those which are least expensive. Often the money you save at purchase will be lost in costly repair or replacement.

8. Plan for equipment compatibility. Standardizing of equipment purchase increases the possibility of unit compatibility and multiple use. Avoid unique or "exotic" models or those restricted to single use.

Miscellaneous

Other equipment you will be needing may include: tripods, microphones, carrying cases, slide sorters, film editors, projection screens, storage facilities for film, tapes, slides, filmstrips, flood light stands, miscellaneous cables and connectors, audiomixers, etc. This type of equipment can be selected on the recommendation of your dealer to fit the larger equipment you purchase.

SPECIAL NEED

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SPECIAL NEEDS THAT WILL DRIVE YOUR ADMINISTRATORS CRAZY

If you work for a school system that is like most school systems, you will probably be greatly hampered by their slow purchasing procedures. This is not meant in a derogatory manner, but if you can, try to have a special charge account set up in the school's name at your local camera store and electronic supply house.

You will need a room that can be completely darkened, and if you desire to do some of your own film processing, a well equipped darkroom will have to be setup somewhere. A well temperature controlled area will be needed to store film and batteries, and some type of burglar alarm system could save your valuable equipment.

Subscribe to photography, electronics, and media publications, and always wear a smile.

MATERIALS AND EQUIPMENT

Equipment for General Use

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Adding machine, electric	Olivetti	1 per site	Office	1	150
Aquarium, 15 gal. with light, heater, filter pump	Lakeshore	1 per 5 classes	All classrooms; on mobile stand	2	50
Blackboard	Lakeshore	1 per class	Classroom	1	20
Blender, electric	GE	1 per site	Classroom	3	35
Board, flannel 24"x36" with stand	Lakeshore	1 per class*	Classroom	2	15
Bookcase	Local vendor	1 per class	Classroom	2	
		1 per site	Office	1	
Cabinet, file; 4 drawer legal with lock	Local vendor	1 per site	Office	1	80
Cabinet, file; 2 drawer legal with lock	Local vendor	1 per class	Teacher	1	50

MATERIALS AND EQUIPMENT

Equipment for General Use

	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
	Olivetti	1 per site	Office	1	150	Necessary if pupil accounting, budgeting, etc. is an on site function.
1. c-	Lakeshore	1 per 5 classes	All classrooms; on mobile stand	2	50	Portable desirable; must be on sturdy stand.
	Lakeshore	1 per class	Classroom	1	20	May be portable or permanently mounted dependent on need.
ic	GE	1 per site	Classroom	3	35	
	Lakeshore	1 per class*	Classroom	2	15	*can be shared by teachers; dependent on developmental level of pupils
	Local vendor	1 per class	Classroom	2		Need is dependent upon pupils and nature of other storage units.
		1 per site	Office	1		Professional books, etc.
	Local vendor	1 per site	Office	1	80	
	Local vendor	1 per class	Teacher	1	50	

Item	Vendor or Reference	Quantity	Use	Priority
Cart, storage block with coasters	Creative Playthings NF78	1 per 3 classes		1
		1 per class		2
Cabinet, storage portable	Local vendor	Adequate for each classroom		1
Cart, service 36x24x32	Coast Visual	1 per class		1
Chair, conference	Virco 8972	3 per class	Office	2
Cabinet, wardrobe, pupil	Local vendor	1 per class	Pupil	1
Chair, pupil	Local vendor	1 per child	Pupil	1
Chair, rocking, hi-back		1 per site	Teacher	2
Chair, rocking, wooden		1 per 3 classes		1
		1 per class		2

Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
Creative Playthings NF78	1 per 3 classes		1	30	
	1 per class		2		
Local vendor	Adequate for each classroom		1		Adequate storage for instructional materials is essential for each room. Need is dependent upon nature of facility.
Coast Visual	1 per class		1	35	
Virco 8972	3 per class	Office	2	17	Dependent upon size and nature of program.
Local vendor	1 per class	Pupil	1		Necessary that each child have own place to hang clothes and store personal items--lunchbox, etc.
Local vendor	1 per child	Pupil	1	8 to 10	Size of chair dependent upon ages of children
	1 per site	Teacher	2		To be used by adults with pupils.
	1 per 3 classes		1		
	1 per class		2		

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	C
Chair, executive	Local vendor	1 per principal	Office	1	125	
Chair, posture	Local vendor	1 per secretary or clerk	Office	1	65	
Chair, 18" with casters	Virco 9150	1 per teacher		1	15	
Clock, classroom		1 per class	Classroom and office	1		N a
Coffee maker, electric, 30 cup		1 per site		2	25	
Copy machine		1 per site	Office and Teacher	1	400	R c a
Cot, resting		1 per 3 or 4 classes	Nurse	1	15	
Cutter, paper, with guard rail 24x24	American Seating Ingento #6	1 per site	Office	1	50	
Cutter, paper, with guard rail 20x20	American Seating Ingento #5	1 per 4 classrooms	Teacher	3		
Desk, double pedestal 30x60	Local vendor	1 per site	Office	1	180	P

rence	Quantity	Use	Priority	Est. Unit Cost	Comment
	1 per principal	Office	1	125	
	1 per secretary or clerk	Office	1	65	
	1 per teacher		1	15	
	1 per class	Classroom and office	1		Necessary if schedules are to be met.
	1 per site		2	25	
	1 per site	Office and Teacher	1	400	Recommend machine that will copy ditto material as well as originals.
	1 per 3 or 4 classes	Nurse	1	15	
ng	1 per site	Office	1	50	
ng	1 per 4 classrooms	Teacher	3		
	1 per site	Office	1	180	Principal's desk.

Item	Vendor or Reference	Quantity	Use	Priority	Est Uni Cos
Desk, secretary	Local vendor	1 per secretary or clerk	Office	1	175
Desk, teacher	Local vendor	1 per teacher	Teacher	1	85
Dinette set with 6 chairs	Local vendor	1 per 3 classrooms	Lounge	3	200
Dishwasher with sanitizing cycle	Kitchen Aid #KDS16NF	1 per site		3	280
Divider, room	Educators DA880	1 per class	Classroom	2	150
Dryer, clothes	Local vendor	1 per site		3	230
Duplicator, fluid	Local vendor	1 per site	Office	1	150
Easel, double with paint rack	Local vendor	1 per class	Classroom	1	18
Holder, chart	Local vendor	1 per class	Classroom	2	10
Kiln, ceramic 20x20x25 with timer	American Seating	1 per site	Classroom	3	450

endor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
Local vendor	1 per secretary or clerk	Office	1	175	
ocal vendor	1 per teacher	Teacher	1	85	
ocal vendor	1 per 3 classrooms	Lounge	3	200	
itchen Aid KDS16NF	1 per site		3	280	Recommend if feeding is part of program.
ducators DA880	1 per class	Classroom	2	150	Makes room more flexible if small rooms not available.
ocal vendor	1 per site		3	230	Will make sterilizing and sanitizing more effective.
ocal vendor	1 per site	Office	1	150	
ocal vendor	1 per class	Classroom	1	18	
ocal vendor	1 per class	Classroom	2	10	
erican Seating	1 per site	Classroom	3	450	

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Mats, resting 48"x20"	Lakeshore, PMI	3 per class		1	4
Mirror, posture with casters	Preston PC1610	1 per class and 3 - 5 for motor room		1	120
Mirror, speech	Warrens Ideal 5120	1 per speech room		1	50
		1 per 2 classes		1	
Mixer, portable		1 per 3 classes		2	15
Oven or portable broiler	Toastmaster Portable	1 per 4 classes		1	50
Rack, magazine		1 per site	Office	1	80
Rangetop or hotplate, two burner		1 per classroom		1	25
Refrigerator with freezer	Can usually get used or donated	1 per site		1	250
Scale, clinic with measuring bar	Abbey Rents; Continental	1 per site	Nurse	1	80
Scale, postal		1 per site	Office		45

dor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
eshore, PMI	3 per class		1	4	
ston PC1610	1 per class and 3 - 5 for motor room		1	120	Mirrors of some type are essential for body awareness, etc.
rens Ideal 5120	1 per speech room		1	50	
	1 per 2 classes		1		
	1 per 3 classes		2	15	
stmaster Portable	1 per 4 classes		1	50	
	1 per site	Office	1	80	Display of literature and materials is important.
	1 per classroom		1	25	Food preparation is valuable language learning experience.
usually get used donated	1 per site		1	250	Essential for staff and pupil needs.
ey Rents; tinental	1 per site	Nurse	1	80	
	1 per site	Office		45	

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Screens, folding	Creative Playthings NF087	1 per classroom 1 for nurse		1	25
Sharpener, pencil		1 per class	Classroom	1	5
Sink double with single control faucets		1 per site	Multi-use		125
Skillet, electric	GE, Sears	1 per 3 classes	Classroom	1	20
Stool, mobile	Preston or Abbey Rents	2 per class	Classroom	1	25
Table, activity 30"x60", adj.	Virco 4840	[illegible] per 3 classes; art room, etc.	Multi-use	2	45
Table, activity round or hexagonal	Virco	1 per class	Classroom	1	38
Table, conference		2 per site, or need	Office	1	
Typewriter, elec. with elements	IBM Selectric	2 per site or more for secretary, clerk and 1 for teachers	Office	1	475

Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
Creative Playthings NF087	1 per classroom		1	25	Can use dividers for same purpose.
	1 for nurse				
	1 per class	Classroom	1	5	
	1 per site	Multi-use		125	
GE, Sears	1 per 3 classes	Classroom	1	20	
Preston or Abbey Rents	2 per class	Classroom	1	25	Especially necessary with non-ambulatory children.
Virco 4840	1 per 3 classes; art room, etc.	Multi-use	2	45	
Virco	1 per class	Classroom	1	38	Some type of group table is necessary.
	2 per site, or need	Office	1		Group meetings, i.e., staff, parents, visitors.
IBM Selectric	2 per site or more for secretary, clerk and 1 for teachers	Office	1	475	Recommend electric for teacher use as well as office as it will be used by many people for many different needs.

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Co
Wardrobe, teachers	Local vendor	1 per class	Teacher	1		Ne fa
Washer, clothes		1 per site	Multi-use	3		Wo at
Watch, stop		1 per teacher	Classroom	2	15	Ne mo ar
		1 per 3 teachers		1		
Vacuum, commercial	Kent Viking	1 per site	Maintenance	1	300	

dor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
al vendor	1 per class	Teacher	1		Need is dependent upon facility.
	1 per site	Multi-use	3		Would be very helpful if at all possible.
	1 per teacher	Classroom	2	15	Necessary if behavior modification techniques are used.
	1 per 3 teachers		1		
t Viking	1 per site	Maintenance	1	300	

Equipment for Special Purposes

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Filmstrip projector	Type will vary with need. If rear projection devices are to be used, see your media specialist for specifications.	1 per 4 teachers		2	
Film projectors, 16mm	Same as above.	1 per site plus		1	475
Cameras--video equipment, projectors, etc.	Before purchasing, communicate with programs utilizing this special equipment.	Determine need prior to purchase		2	
Film storage, editing equipment, film processing	Same as above.	Same as above		2	
Audio vibrators including tape recorder, and transducers	3M - Rollenstar	1 per 3 classes		1	150
Overhead projector		1 per 4 classes		2	225
Polaroid Color Pak		1 per class		1	50
Pull down screen		1 per class		3	45

Equipment for Special Purposes

ndor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
pe will vary with ed. If rear pro- ction devices are be used, see your dia specialist for ecifications.	1 per 4 teachers		2		See "Use of Media With Multi-Handicapped Children,"in this section.
me as above.	1 per site plus		1	475	Same as above.
fore purchasing, mmunicate with ograms utilizing is special iipment.	Determine need prior to purchase		2		This material is valuable. Careful purchasing can save money and problems over long range.
ne as above.	Same as above		2		On site processing can save money if personnel available.
- Rollenstar	1 per 3 classes		1	150	Necessary to build vibration board and vibration reward systems.
	1 per 4 classes		2	225	
	1 per class		1	50	
	1 per class		3	45	

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Amplification system with teacher's mike, etc.	H.C. Electronics EFI--Purchase with type of facility and need in mind.	1 per class for Deaf or Hearing Impaired children		Dependent upon pupil need	2500+
Bars, parallel	Abbey; Preston	1 for motor room or 1 per site		1	150
Boat, rocking		1 per 3 classes		2	70
Rear projection screen	See "Use of Media with Handicapped Children," this section.			1	
Chair, relaxation	Abbey Rents; Preston PC450/MA	1 per 3 classes or dependent on nature of handicaps of children		2	
Chair, high 24" chrome	Sears	Same as above		2	
Phonograph, 4 speed with jacks		1 per class		1	100
Recorder, tape	Sony #120	1 per class		3	130
		1 per site		1	

Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
H.C. Electronics EFI--Purchase with type of facility and need in mind.	1 per class for Deaf or Hearing Impaired children		Dependent upon pupil need	2500+	Check with agencies using amplification systems.
Abbey; Preston	1 for motor room or 1 per site		1	150	
	1 per 3 classes		2	70	
See "Use of Media with Handicapped Children," this Section.			1		Essential for low vision and very young children.
Abbey Rents; Preston PC450/MA	1 per 3 classes or dependent on nature of handicaps of children		2		Excellent for cerebral palsy and other orthopedically handicapped children.
ears	Same as above		2		Necessary for some children.
	1 per class		1	100	Music is necessary for all children (and for staff).
ony #120	1 per class		3	130	
	1 per site		1		

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Co
Radio, AM/FM	Newcomb AV-750	1 per site		1	115	Fo
Mats, tumbling	S.D.E. (Skill Development Equipment)	1 per class		2	50+	
		1 per 2 classes		1		
Mats, various sizes and shapes	S.D.E. Abbey; Preston	Nature of facility and pupil needs will help determine size and number		1	80 to 200	A as ne ch
Ramp/curb	Preston	1 per site/ motor room		3	275	In ab sk Ot
Staircase, corner	Preston PC1557C Requires adequate space.	1 per site	Motor room	2	390	So ha Us av
Sand table	Creative Playthings NP172	1 per site	Indoor	3	70	Sa Ou ab co
Table, stand-in	Preston	1 per 3 classrooms or based on needs	Classroom	1	100	Us ch po

endor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
ewcomb AV-750	1 per site		1	115	For emergency purposes.
.D.E. (Skill evelopment uipment)	1 per class		2	50+	
	1 per 2 classes		1		
.D.E. bey; Preston	Nature of facility and pupil needs will help determine size and number		1	80 to 200	A few mats are essential as motor development is necessary for most MH children.
eston	1 per site/ motor room		3	275	Inclined plane and adjustable steps for walking skills and coordination. Other devices can be used.
eston PC1557C quires adequate ace.	1 per site	Motor room	2	390	Some type of stair with hand rail is advisable. Use existing stairs if available.
eative Playthings 172	1 per site	Indoor	3	70	Sand play is necessary. Outdoor sandbox is advisable if weather and other conditions allow.
eston	1 per 3 classrooms or based on needs	Classroom	1	100	Used to help support children in standing position.

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Wheelchair, junior	Jennings LaRosa 8JxBA.20-15	1 per site or based on needs	Fieldtrips, etc.	1	285
Wagon	Local vendor	1 per class	Classroom, field trips		18

eference	Quantity	Use	Priority	Est. Unit Cost	Comment
A.20-15	1 per site or based on needs	Fieldtrips, etc.	1	285	Necessary for severe OH children being moved any distance. (Saves teachers' back.)
r	1 per class	Classroom, field trips		18	Can be used to transport non-ambulatory children.

Equipment for Playground

Item	Vendor or Reference	Quantity	Use	Priority	Es Un Co
Tricycles, 12" and 16"	American Seating	1 per class	Playground	1	
Tricycle, 16" with chain drive		1 per 3 classes	Playground	2	8
Trampoline	ETA 1040	1 per site	Playground	1	4
Slide, swings, gym sets, climbers	Local vendor. To be selected on space requirements	1 each per site	Playground	1	375 (ave per
Gym set, portable	Lakeshore AP900	1 per site	Indoor and outdoor	1	16
Crawl barrel	California Correctional Ind.	1 per site	Indoor and outdoor	3	4
Merry-go-round, Jr.	Preston	1 per site	Playground	2	175

Equipment for Playground

	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
2"	American Seating	1 per class	Playground	1		
' rive		1 per 3 classes	Playground	2	85	
	ETA 1040	1 per site	Playground	1	45	Jumping activities excellent for MH children.
,	Local vendor. To be selected on space requirements	1 each per site	Playground	1	375 (average per unit)	
	Lakeshore AP900	1 per site	Indoor and outdoor	1	160	Many uses. Can be used as portable or as total unit.
	California Correctional Ind.	1 per site	Indoor and outdoor	3	40	
d,	Preston	1 per site	Playground	2	175	

Educational Toy Equipment

Item	Vendor or Reference	Quantity	Use	Priority	Es Un Co
Blocks, hollow	Creative Playthings NP137	1 per 2 classes	Classroom	2	12
Bus, car, fire truck, wooden	Local vendors	1 per 3 classes	Classroom or outdoor	2	2
Selection of toys as needed	Local vendors	As needed	Classroom or outdoor		
Kitchen set, stove, sink, and refrigerator	Local vendors	1 per 3 classes	Classroom	2	17
Sandbox toys	Local vendors		Sandbox		

Educational Toy Equipment

Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
Creative Playthings NP137	1 per 2 classes	Classroom	2	123	
Local vendors	1 per 3 classes	Classroom or outdoor	2	25	Select these items as needed and as possible within budget.
Local vendors	As needed	Classroom or outdoor			Select with on-going funds as needed.
Local vendors	1 per 3 classes	Classroom	2	170/set	
Local vendors		Sandbox			

Music and Rhythm Materials

Item	Vendor or Reference	Quantity	Use	Priority
Autoharp, 15 bar with case	Local vendor	1 per 3 classes	Classroom/ Music room	2
Bells, resonator	Local vendor	1 per 3 classes	Music room	2
Drum, floor		1 per class	Classroom/ Music room	1
Piano	Local vendor. May find one used or through donation.	1 per site	Music room	1
Xylophones, alto, bass, tenor	Peripole	1 each per site	Music room	2
Portable chord organ	Hohner	1 per site	Music room	2
Drums, cymbals, and other band or music instruments.	Local vendor	As needed	Classroom/ Music room	2
Rhythm sticks and noise makers	Local vendor or can easily be made.	As needed	Classroom/ Music room	2

Music and Rhythm Materials

Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
Local vendor	1 per 3 classes	Classroom/ Music room	2	55	
Local vendor	1 per 3 classes	Music room	2	35	
	1 per class	Classroom/ Music room	1	20	
Local vendor. May find one used or through donation.	1 per site	Music room	1	550	Good for vibrations.
Peripole	1 each per site	Music room	2	75 each	
Hohner	1 per site	Music room	2	190	Good for vibrations.
Local vendor	As needed	Classroom/ Music room	2	15 each average	Select with on-going funds as needed.
Local vendor or can easily be made.	As needed	Classroom/ Music room	2		Select with on-going funds as needed.

Instructional Materials

Item	Vendor or Reference	Quantity	Use	Priority	Est. Unit Cost
Instructional materials	Local vendor	As needed	Multi-use	1	Varie

Puzzles, stack and pull toys, formboards, vibrating devices, beads, art materia

See, "Use of Media with Handicapped Children," this section for ideas on materi can be easily constructed.

See Finance section for estimate of per class costs for instructional materials

Instructional Materials

dor or Reference	Quantity	Use	Priority	Est. Unit Cost	Comment
al vendor	As needed	Multi-use	1	Varies	Items too numerous to list. List will change as needs of children are determined.

ull toys, formboards, vibrating devices, beads, art materials, etc.

th Handicapped Children," this section for ideas on materials that ucted.

or estimate of per class costs for instructional materials.

FACILITIES

Facilities are the environmental context in which the teaching-learning process takes place. The type and extent should be determined in relation to stated goals, objectives, and activities, in order to provide the most suitable setting for the program. Sizes of rooms will depend upon the kind of activity to be pursued and the number of people in the area at any given time.

Basic areas required for maximum functioning of this program are:

Teaching Unit

- 1 classroom for each teacher
- Art room
- Dark room
- Motor activities and physical therapy room
- Music room
- Wet room
- Kitchen facilities
- Washroom and toilet facilities
- Outdoor play area(s)

Diagnostic Unit

- Examination rooms
- Nurse's room
- Audiological testing room

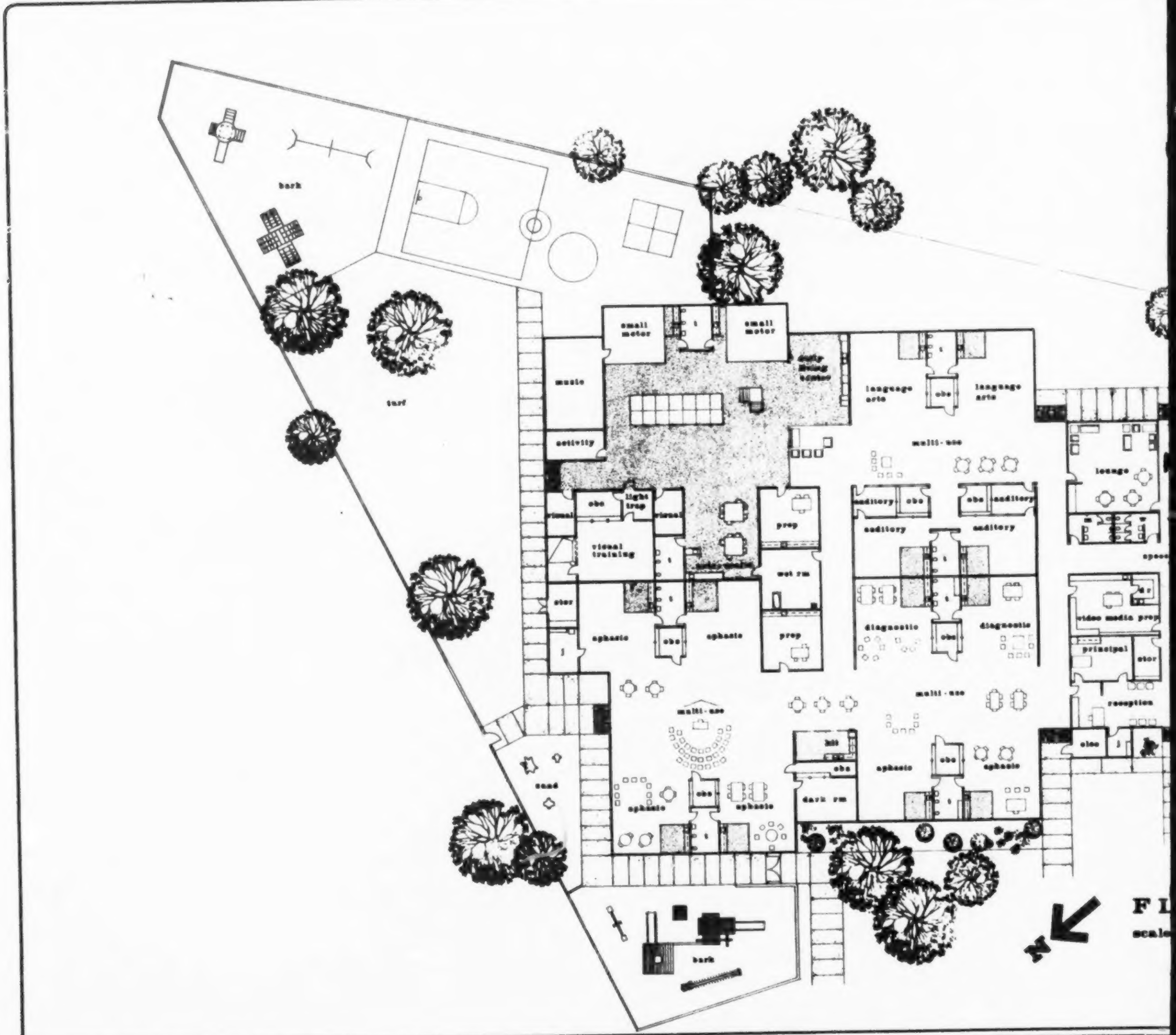
Administrative Unit

- Offices, principal and teachers
- Conference room
- Professional library
- Visual training room
- Media workshop
- Staff lounge
- Storage and custodial space

Demonstration Unit

- Observation areas
- Lecture and showroom

For further specifications, refer to facilities in Part II, The Model. The plan on the following page is the design for the new ESGVSMH facility.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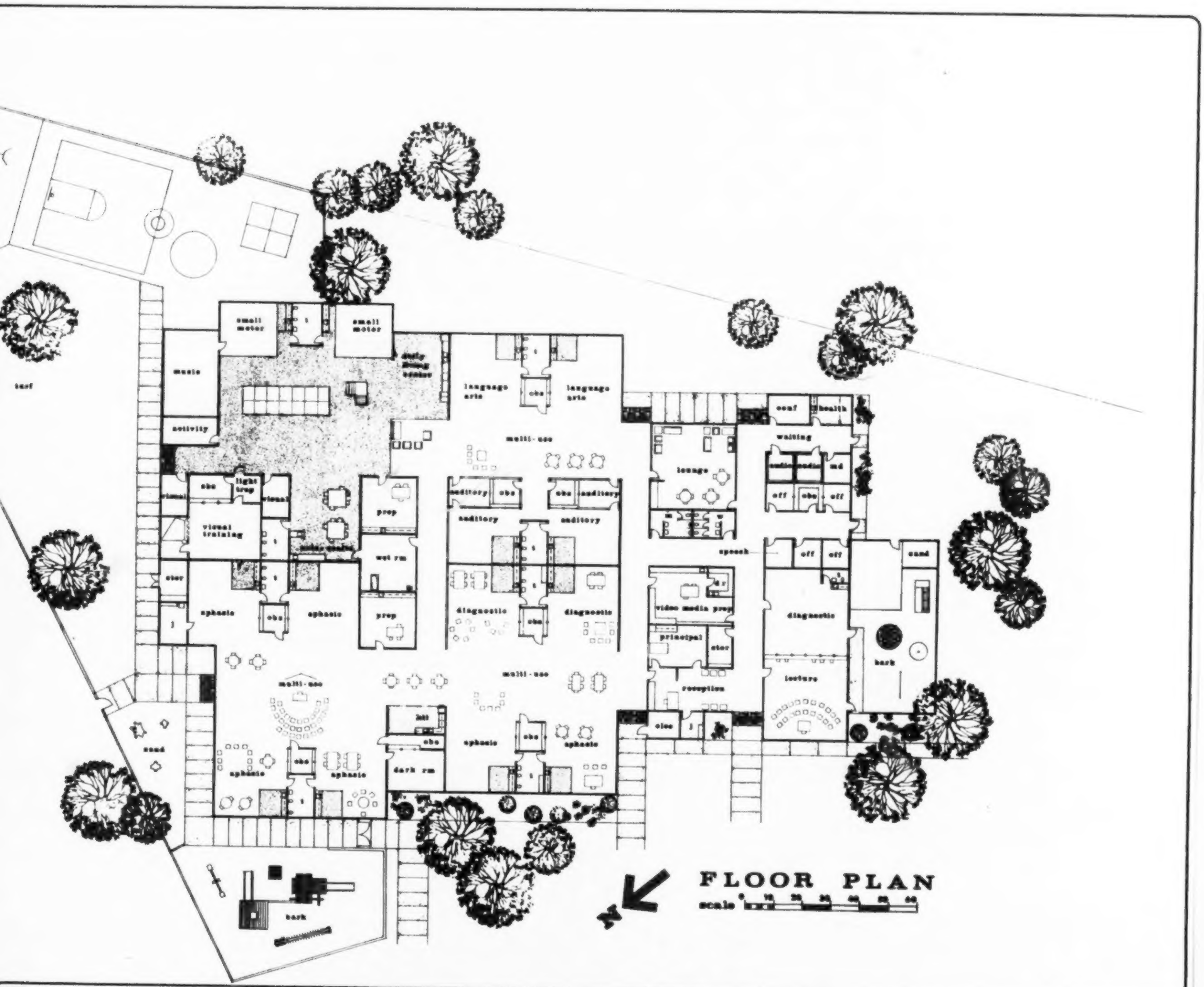
LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
EAST SAN GABRIEL VALLEY
MULTI-HANDICAPPED FACILITY
COVINA, CALIFORNIA



FLOOR PLAN

scale 0 10 20 30 40 50 60

LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

EAST SAN GABRIEL VALLEY
MULTI-HANDICAPPED FACILITY
COVINA, CALIFORNIA

ARCHITECTURE / PLANNING / ENGINEERING
CASHION-HORIE

76-301

ORGANIZATIONAL PROCEDURES

1.0 The Children and the School Day

Current enrollment:

Handicap Classification	No.
Deaf-Blind	14
Deaf-Orthopedic	3
Deaf-Other	2
Neurological-Other	1
Orthopedic-Other	3
Vision-Orthopedic	3
Vision-Other	6
Total	32

Age range:

Current:	3 to 12 years of age
Projected:	3 to 21 years old

School day:

9:00 AM - 1:00 PM

Major program areas are generally scheduled in hourly blocks, with sub-group activities occurring at various times during the hour.

School year:

September 13, 1971 to June 16, 1972
Summer, July 5 to August 4, 1972

Teaching groups:

Deaf-Blind classes	5
Other Multi-Handicapped	3
Total	8

Classes are arranged as much as possible according to the developmental levels of the children. One class is assigned to each teacher. Flexible sub-groups are formed for individualized instruction.

Teachers work closely together as a team. Flexible sub-groups formed from two or more groups offer opportunity for all children to gain from the strengths of individual teachers. Each teacher, according to his specialty, carries primary responsibility for an area of the program.

2.0 Personnel

2.1 Administrative staff:	Principal, secretary, clerk (half time)
2.2 Teaching staff:	Eight Credentialled Teachers Eight Instructional Aides Four Volunteer Aides (one also substitutes for aides) Up to 11 High School Aides (volunteer, but selected, and receive high school credit)
2.3 Support Personnel:	Audiologist--1 day per 2 weeks Media Technician--full time Physical Therapist--half time (11 months) School Nurse--2 days per week School Psychologist--2 days per week Speech Therapist--5, 1/2 days per week
2.4 Medical Consultants:	Pediatrician--6 days (heads medical team) Ear, Nose, Throat--6, 1/2 days Opthalmologist--6, 1/2 days Orthopedic Surgeon--6, 1/2 days
2.5 Consultants	Other Multi-Handicapped Programs Research and Development (for Project) Evaluation (Educational Testing Service, for Project)
2.6 College Observers and Volunteers: (varies each quarter)	California Polytechnic College 1 per week; 1 day per week California State College Los Angeles 2 per week; 2 days per week plus numerous observers Citrus College 3 per week; 2 to 3 days each Mt. San Antonio College 4 per week; 2 days per week plus numerous observers

1971-1972 STAFF ROSTER

Principal, Donald A. Welch

Secretary, Dianne Stark
Clerk, Rogene Abney

Teachers

Grace Belcuore
Norma Echabarne
Anne Galloway
Robert Howell
Helen Price
Glenyce Ransom
Betty Scalet
Esther Weinblatt

Instructional Aides

Bernice Blakely
Judy Covault
Gary Courie
Susan Mallis
Sue Randall
Chris Snow
Penny Trent
Jan Ultsch
Carol Helm (substitute)

Volunteer Aides

Ralph Brown
Robin Dial Humphries
(also substitutes)
Robin Reigner
Shirley Williamson

Support Personnel

Audiologist, Terry Theis
Media Technician, Terry Smith
School Nurse, Grace Smith
School Therapist, Daisy Schneidman
Speech Therapist, June Carr

Medical Consultants

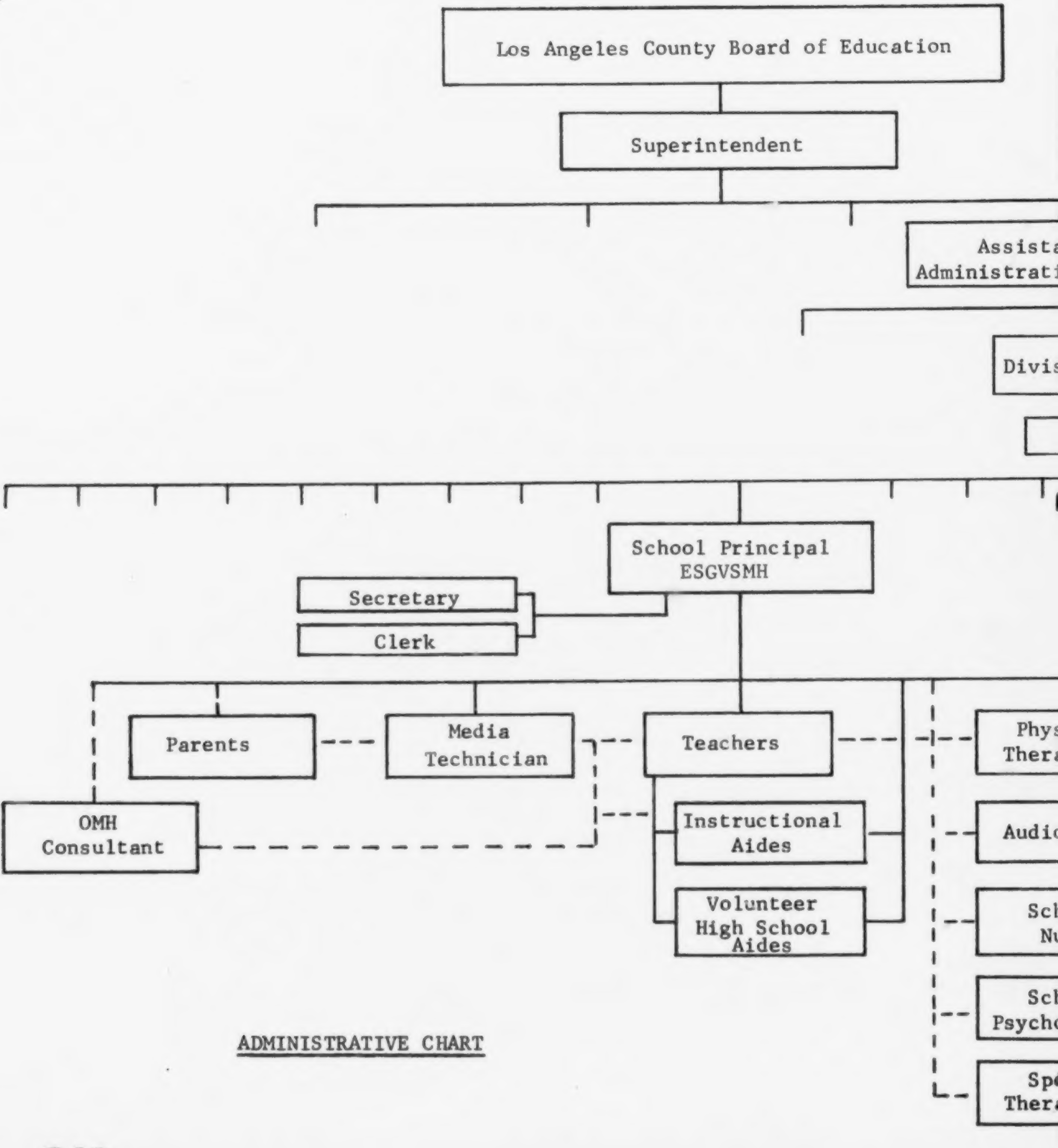
Ear, Nose, Throat, Dr. R. M. Butler
Opthalmologist, Dr. Jerry F. Donin
Orthopedic Surgeon, Dr. Robert Allen
Pediatrician, Dr. Annabelle Teberg

Educational Consultants

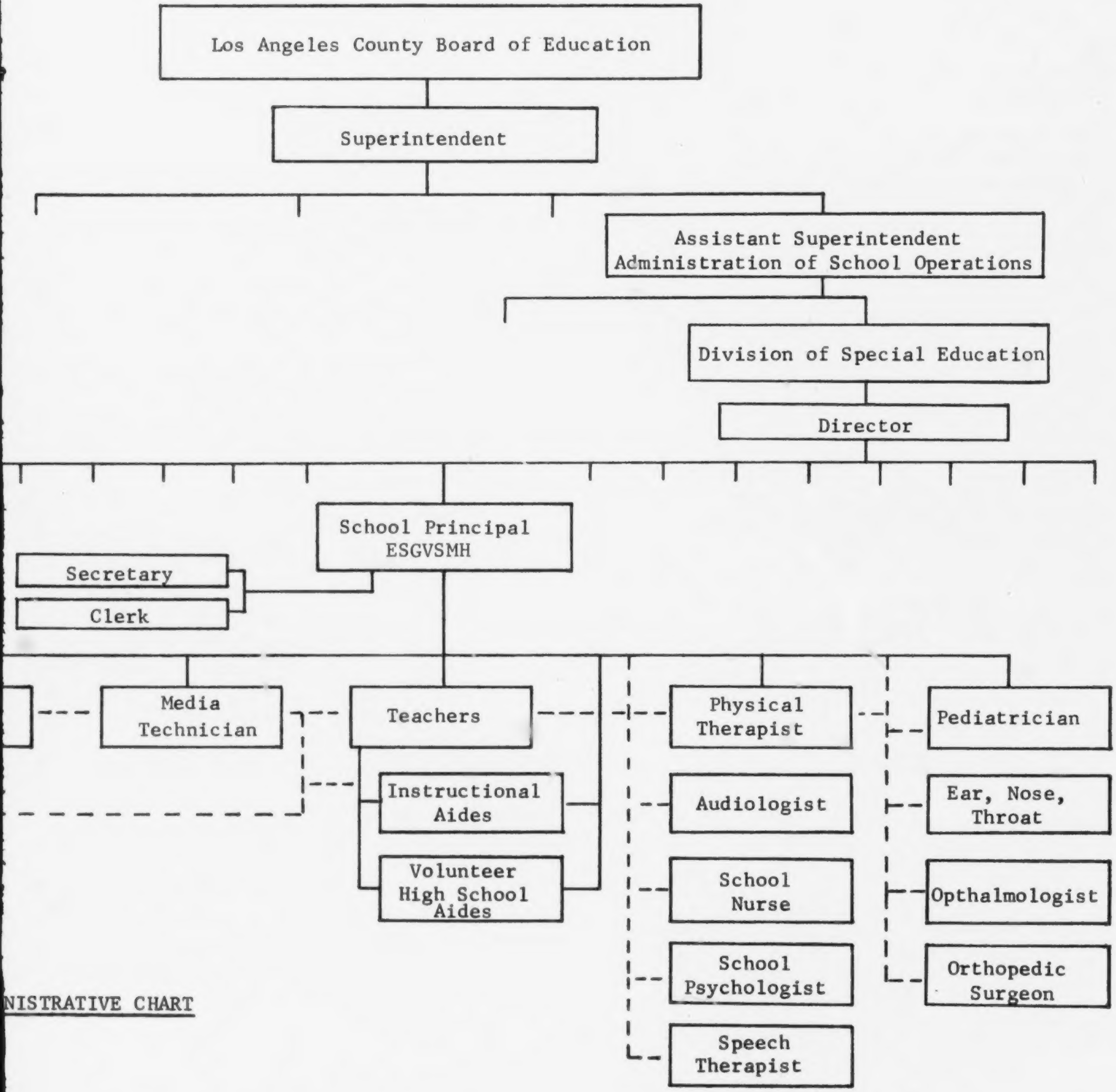
Evaluation, Dr. Ivor Thomas
OMH, Dr. Ilah Wilstach
Research and Development,
Dr. Lorine A. Prochaska

High School Aides

Frankie Beltram, Gladstone, L.O.V.E.
Pete Borsellino, Citrus Continuation
Sharon Holguin, Gladstone High, L.O.V.E.
Karen Holmes, Azusa High, L.O.V.E.
Mark Kaiser, Gladstone High, L.O.V.E.
Sandy Perez, Gladstone High, L.O.V.E.
Patsy Peninuri, Gladstone, L.O.V.E.
Kevin Rose, Citrus Continuation
Roberta Sandoval, Gladstone, L.O.V.E.
Chip Schoch, Gladstone High, L.O.V.E.
Helen Speer, Gladstone High, L.O.V.E.



ADMINISTRATIVE CHART



NISTRATIVE CHART

Teachers. The multi-handicapped child, having many types and combinations of handicaps, requires activities and teaching procedures more varied and complex than those for handicapped children enrolled in the standard categorical programs. Since few, if any, teacher preparation institutions offer credentials for teaching the multi-handicapped, the teaching staff for these children must be drawn from teachers credentialled for the standard categorical programs, and related fields. Therefore, to meet program demands, other qualification requirements must be established.

Three kinds of requirements are minimum essentials:

1. The teacher should have at least one credential, preferably two, authorizing teaching of the handicapped. In staffing a program, the particular kinds of credentials sought would depend upon the nature of the children to be in the program.

2. The teacher should have credentials and experiences which compliment rather than duplicate those of other teachers making up the entire teaching team or staff.

3. Few teachers on the staff should be handicapped. The criterion must be the ability of the teacher with a handicap to work safely with the children, and to function easily in the total school setting.

In view of the above, utilization of the various backgrounds and specialties of teachers is important for program development and operation. The team concept has proved to be both useful and effective. For a team, group discussion of problems, ideas, and directions is the mode of operation. Staff members learned, early in the program, that educational preparation in special categories of handicaps did not prepare them for providing appropriate programs for multi-handicapped children. Only through the pooling of backgrounds and experiences, placed in the context of the multi-handicapped child and his needs, did new dimensions for the teaching-learning process begin to emerge. The combining and sharing of their collective skills has produced the present program.

Aides. The aides are a vital part of the program. Under the direction of the teacher they work directly with the children, as well as the parents. Their observations and feelings are heavily relied upon. One aide who is deaf and relies upon lipreading, signing, and speech for communication has been extremely effective in teaching sign language to children as well as to the staff members and some parents.

L.O.V.E. (Learning Opportunities for Vocational Experience) is a high school program in which students receive 20 units per semester for working five, four-hour days a week in the Educational Program for Multi-Handicapped Children. Under the direction of the teacher, they work with the teacher, other aides, and parents in the program activities for children. Students become totally immersed in the program; some say they will pursue educational preparation in this area. High school reports indicate improved attendance, attitudes, and grades.

In the early part of the project, mothers were required to become part of the program. Currently, they are strongly urged to participate. Approximately 75% of the mothers or foster parents assist one day per week. Follow-through at home is an essential phase of the learning experience. When staff and parents work closely together in the school situation, chances for follow-through at home are greatly enhanced.

The Medical Team. A basic contribution to the program is that of the medical team. Although, not truly a team in the full sense of the word, efforts are moving forward to schedule one or two medical team meetings during the year where interchange of information can take place. The team will be headed by the pediatrician. Time, and specialty concept have been the major constraints. It is difficult for a busy physician to take time for observing the child in the total learning situation, in addition to the regular check-up. However, it is believed that seeing the child in action will enable the physician to give the teacher a more thorough basis for the direction of the program, and that all physicians occasionally viewing the child as a totality can be very valuable.

Support Personnel. Without the services of the support personnel, some phases of the program could not be developed to their fullest extents. Each has an important role to play in program and child development.

TAP

The Interrelating Roles of Teacher, Aide, Parent

In furthering the total educational program for multi-handicapped children, a basic mode of action must be common to the three different groups of persons jointly engaged in the endeavor. The overall commitment by teachers, aides, and parents to the team approach in promoting the growth, development, and learning of the multi-handicapped child is stated in the following goal.

> During the school year, teachers, aides, and parents will work as a team to accomplish educational program goals and objectives by establishing working relationships based on mutual trust and respect, by improving communication, and by defining functions to be performed by teachers, by aides, and by parents.

Three principles, serving as guides for overall working relationships are derived from the goal, with three performance requirements stated for each principle.

In further defining TAP Roles, three major performance objectives, together with requirements to meet these objectives, are stated for each group--teachers, aides, parents.

Use of TAP Performance Requirements for Assessment

After initial discussion and interpretation, at least three ratings should be made during the school year: one near the end of the first month, one at mid-year, and one at the end of the year.

Each teacher, aide, and parent should rate himself, and each of the persons in the other two groups with whom he works. For example, a teacher who has two aides and four parents working with him would rate himself, the two aides, and the four parents; the aides would rate themselves, the teacher, and the four parents; the parents would rate themselves, the teacher, and the two aides.

Comparison and discussion of ratings by the persons involved should serve as a means of clarification and adjustment of differences in judgements.

ASSESSMENT OF TAP PERFORMANCES

Recording Assessments

Four columns provide space for dating, recording, and summarizing assessments. Each box in the columns is divided in order to record two kinds of information.

1. Regularity (quantity): How often and/or how much of the behavior is demonstrated?

2. Characteristic (quality): How good is the demonstrated behavior, or how well is the requirement met?

Place code number in the lower half of the box.

Code Numbers:

4 = Consistently: Keeping or inclined to keep the same course of action in accord with the performance requirement.

3 = Usually: Ordinarily, but not always, meets the requirement.

2 = Sometimes: At times, now and then, meets the requirement.

1 = Rarely: Seldom, not often, meets the requirement.

EXAMPLE: For item 1.1.1 on page 147.

If a person almost always sets an environmental tone in which others are at ease, mark a 4 in both halves of the box. $\boxed{\frac{4}{4}}$

If a person does this more often than he does not, the rating could be a 3 for "how often" and a 4 for "how well." $\boxed{\frac{3}{4}}$

If a person generally creates a tension climate, but does, on occasion, respond freely to questions, the rating might be 1 for "how often" and 2 for "how well." $\boxed{\frac{1}{2}}$

Directions

1. Number of forms needed. Each person should have one set of the Assessment forms for every person that he should rate.

Administrator: 1 for each teacher

Teacher: 1 for self-rating; and 1 for each aide and 1 for each parent with whom the teacher works.

Aide: 1 for self-rating; and 1 for the teacher, 1 for each parent with whom the aide works.

Parent: 1 for self-rating; and 1 for the teacher, 1 for each aide with whom the parent works.

2. Sections to rate.

Administrator: Teacher rating--1.0, 2.0

Teacher: Self-rating--1.0, 2.0
Aide rating--1.0, 3.0
Parent rating--1.0, 4.0

Aide: Self-rating--1.0, 3.0
Teacher rating--1.0, 2.2
Parent rating--1.0, 4.0

Parent: Self-rating--1.0, 4.0
Teacher-rating--1.0, 2.3
Aide rating--1.0, 3.3

3. How to rate.

The four code numbers are intended to show, roughly, four levels of ability in following through on the listed performance requirements.

A rating scale, to be of any value, should result in some scores at both the highest and lowest levels. This does not mean that every person rated should receive at least one score of 4 and one score of 1. But, it does mean that a good rater, thinking that "no one really deserves a low score," will not automatically eliminate scores of 1.

The major purpose is to locate performance areas of competence and areas which can be strengthened, therefore, some persons should receive scores of 4 on some item(s), and some persons should receive scores of 1 on some item(s).

4. Data analysis.

The first set of forms should be used for the master copy on which should be recorded scores from subsequent ratings done on new copies in order to avoid reference to previous ratings.

Scores can be totaled as regularity (quantity), as characteristic (quality), and as a grand total. Beginning, middle, and ending scores can then be compared for assessing performance improvement. Scores should not be averaged. This destroys the growth factor.

PERFORMANCE OBJECTIVES AND REQUIREMENTS

1.0 TAP--Teachers, Aides, Parents

1.1 Each person will strive to initiate and maintain an atmosphere of mutual trust and respect in his working relationships with others, as indicated by:

1.1.1 Creating an easy, free climate in which others will feel comfortable in asking any kind of question or making suggestions.

1.1.2 Maintaining a working environment in which assistance can be volunteered by anyone in the program without feeling that he is "out-of-bounds."

1.1.3 Delegating responsibility and decision-making as a measure of confidence in the person's knowledge and abilities.

date				

1.2 Each person will work toward honesty, openness, and willingness to listen in his communication with others, as demonstrated by:

1.2.1 Dealing with situations and problems truthfully, such as "telling it like it is," willingness to acknowledge errors, and to not "have all the answers."

1.2.2 Being frank and aboveboard , e.g., expressing ideas and suggestions freely, accepting criticism without hurt and anger, willingness to change opinions and to give others the right to find fault or to object.

1.2.3 Taking time to hear what others have to say , e.g., through eye contact, response, and/or seeking clarification, obviously attempting to understand, from their points of view, what others are really saying.

date				

1.3 Each person will accept responsibility for giving positive encouragement and moral support to other members of the educational teams, as evidenced by:

1.3.1 Treating others as he would like to be treated, by showing regard and consideration for persons, and recognizing that they function according to their own system of values.

1.3.2 Having a professional relationship at school, e.g., volunteering assistance, giving supportive rather than destructive criticism, and emphasizing the good things that happen.

1.3.3 Giving strength to staff efforts, reinforcing others' decisions, and complimenting persons on good performances.

date				

Clarification--Comments: ______________________________

____

____

Underscore one:

Ratee ______________________ Administrator, Teacher, Aide, Parent

Rater ______________________ Administrator, Teacher, Aide, Parent

Date ______________________

2.0 TEACHER

2.1 During the school year, the teacher will assume full responsibility for providing an educational program based on identified needs for each assigned child, as measured by:

2.1.1 Obtaining information relative to the needs of each assigned child from medical records, conferences with professional consultants, parents, aides, and personal observation.

2.1.2 Becoming thoroughly familiar with the educational program goals, performance objectives, and profile scales developed for the children in the school, and demonstrating use of these materials in the teaching process.

2.1.3 Selecting and conducting activities for each child according to identified needs (2.1.1) and educational goals, and performance objectives (2.1.2) as indicated by completed program plans for each child.

2.1.4 Preparing monthly evaluation reports for each child.

date				

2.2 During the school year, the teacher will assume full responsibility for preparing the assigned aide for his part in the program and for utilizing his services to the best advantage, as demonstrated by:

2.2.1 Supplying the aide with information relative to the educational objectives, the child's needs, program development, and teaching methods. He will:

date				

date

2.2.1.1 Explain and interpret the Educational Goals, Performance Objectives, and Profile Scales.

2.2.1.2 Discuss child needs and problems to be solved.

2.2.1.3 Give guidance for working with children.

2.2.2 Clearly define in conference with the aide, the job responsibilities of the aide. He will give adequate instruction on:

2.2.2.1 Lesson preparation, including selection of materials and methods.

2.2.2.2 Daily routines with children, and for general housekeeping.

2.2.2.3 Keeping logs, anectdotal notes, and records of the child.

2.3 During the school year, the teacher will assume responsibility for assisting the parent in understanding and dealing with the problems, development, and learnings of the handicapped child, as evidenced by:

date

2.3.1 Explaining the goals, objectives, and activities of the program.

2.3.2 Planning ways to involve the parent in the program to the best advantage.

date

2.3.3 Discussing, in non-technical terms, the child's problems and progress, both at school and at home.

2.3.4 Keeping the parent regularly informed of what the child does at school, and suggesting activities to be followed up at home.

2.3.5 Visiting the home upon request.

2.3.6 Being responsible, at school, for particular physical requirements of the child, and for proper care of special equipment, such as glasses and hearing aids.

Clarification--Comments: ______________________________

____

____

Underscore one:

Ratee ______________ Teacher

Rater ______________ Administrator, Teacher, Aide, Parent

Date ______________

3.0 AIDE

3.1 During the school year, the aide will assume responsibility for obtaining information and developing skills necessary to carry out his job requirements for working with the teacher, as demonstrated by:

- 3.1.1 Studying and seeking clarification of the Educational Goals, Performance Objectives, and Profile Scales, and by demonstrating knowledge and use of these materials in his work with the children.
- 3.1.2 Fulfilling his obligations as a team member by bringing questions and problems to the teacher for discussion, by using initiative and creativity, and by sharing ideas.
- 3.1.3 Demonstrating willingness and ability to accept constructive criticism and acting accordingly.
- 3.1.4 Following instructions on daily routines such as pottying and feeding.
- 3.1.5 Following instructions on observation and reporting of child behavior through discussion, and keeping written logs and/or anectdotal notes.

date				

3.2 During the school year, the aide will assume responsibility for obtaining information and developing skills necessary to carry out his job requirements for working with the child, as indicated by:

- 3.2.1 Preparing and discussing plans with the teacher for working with the child.

date				

3.2.2 Being alert to the teaching-learning situation; using initiative, but staying within the realm of his own knowledge and experience.

3.2.3 Exchanging roles, in accordance with his experience, with the teacher if requested.

date				

3.3 During the school year, the aide will assume responsibility for obtaining information and developing skills necessary to carry out his job requirements for working with the parent, as evidenced by:

3.3.1 Assisting the parent in working with children in the school setting.

3.3.2 Being sure that he has accurate and adequate information before discussing the child's problems and progress with the parent.

3.3.3 Showing interest in the child and for his progress.

3.3.4 Demonstrating new activities for the child and, together with the teacher, offering home follow-up activities for the child.

3.3.5 Being responsible, at school, for good care of the child's special equipment, such as glasses and hearing aids.

date				

Clarification--Comments: ____

____

____

Underscore one:

Ratee ________________________ Aide

Rater ________________________ Administrator, Teacher, Aide, Parent

Date ________________________

4.0 PARENT

4.1 During the school year, the parent will increase her knowledge about the school, its purposes, and methods of operation, as evidenced by:

- 4.1.1 Freely asking for information about the purposes of the program, particularly as it affects her child.
- 4.1.2 Offering suggestions and discussing ideas with teacher and aide.
- 4.1.3 Observing all activities in the school on a periodic basis.

date				

4.2 During the school year, the parent will assist the teacher and aide in the school activities, as demonstrated by:

- 4.2.1 Devoting one day a week, if possible, to work at the school.
- 4.2.2 Asking questions about her child's progress, and discussing the child's problems and particular characteristics with the teacher and aide.
- 4.2.3 Giving the teacher current information about her child, such as recent medical reports, changes in the child's home behavior, and in the home situation which may affect the child, such as new interests and accomplishments, a new baby, illness, or other problems.

date				

4.3 During the school year, the parent will follow through at home with suggested activities for her child, as indicated by:

4.3.1 Consistently following through on home activities suggested for the child, and reporting the results to the teacher.

4.3.2 Being responsible, at home, for proper care of the child's special equipment, such as glasses and hearing aids.

4.3.3 Inviting the teacher and aide to visit the parent and child in the home.

date				

Clarification--Comments: ______________________________

____

____

Underscore one:

Ratee ______________ Parent

Rater ______________ Administrator, Teacher, Aide, Parent

Date ______________

ASSESSMENT OF ADMINISTRATOR AND STAFF SPECIALISTS

Rating scales 5.0, 6.0, and 7.0 are provided for the administrator, medical consultants, and specialists. The same procedure and assessment code numbers as those for TAP should be used.

Directions

1. Number of forms needed. Each person should have one set of the Assessment forms for every person that he should rate.

Administrator's Supervisor:	1 for the administrator (1.0 and 5.0)
Administrator:	1 for self-rating; and 1 for each medical consultant and 1 for each specialist.
Medical Consultants:	1 each for self-rating.
Specialists:	1 each for self-rating.
Teacher:	1 for administrator, 1 for each medical consultant, and 1 for each specialist.
Aide:	1 for administrator.

2. Sections to rate:

Administrator's Supervisor:	Administrator--1.0 and 5.0
Administrator:	Self-rating--1.0 and 5.0 Medical Consultants--6.0 Specialists--7.0

Medical Consultant:	Self-rating--6.0
Specialist:	Self-rating--7.0
Teacher:	Administrator--1.0 and 5.0 Medical Consultant--6.0 Specialist--7.0
Aide:	Administrator--1.0, 5.1.2, and 5.1.4

5.0 ADMINISTRATOR

5.1 During the school year, the principal will assume full responsibility for educational leadership of the program, as measured by:

5.1.1 Maintaining a high level of professional preparation in special education related to his school and County office. He will:

date				
5.1.1.1 Demonstrate knowledge of the purposes of the Los Angeles County program of special education in his active participation in Administrators meetings.	— —	— —	— —	— —
5.1.1.2 Give vigorous support to the program, and offer suggestions for improvement.	— —	— —	— —	— —
5.1.1.3 Know the purposes and content of the Educational Program Goals, Performance Objectives, and Profile Scales of the East San Gabriel Valley School for Multi-Handicapped Children, and demonstrate ability to assist the teachers, aides, and parents in their use of them.	— —	— —	— —	— —

5.1.2 Establishing practices designed to tap the maximum capabilities of staff members. He will:

date				
5.1.2.1 Set up assignments and encourage staff members to work in their areas of strength.	— —	— —	— —	— —
5.1.2.2 Assist all staff members in classifying the definitions and implementation of their roles.	— —	— —	— —	— —
5.1.2.3 Permit and encourage staff members to perform special activities that are of particular interest, and that will be to the benefit of the total program.	— —	— —	— —	— —

5.1.3 Creating an environment in which there will be mutual freedom for assistance to staff members. He will:

5.1.3.1 Be available to staff members to hear their concerns and assist them in determining their needs and acting upon them.

5.1.3.2 Share with staff members concerns that might otherwise interfere with open communication and/or prevent them from changing and growing.

5.1.3.3 Define clearly the roles of ancillary personnel who assist teachers in the performance of their duties.

date				
5.1.3.1	— —	— —	— —	— —
5.1.3.2	— —	— —	— —	— —
5.1.3.3	— —	— —	— —	— —

5.1.4 Providing inservice preparation for staff. He will:

5.1.4.1 Seek programs and/or persons who may assist the staff in meeting its purposes.

5.1.4.2 Plan and conduct visitations, workshops, and/or informal activities which will assist teachers in providing quality education for their children.

5.1.5 Establishing procedures for decision-making and encouraging teachers to take part in the decision-making process where applicable in the educational program.

date				
5.1.4.1	— —	— —	— —	— —
5.1.4.2	— —	— —	— —	— —
5.1.5	— —	— —	— —	— —

5.2 During the school year, the principal will assume full responsibility for management of the total program, as measured by:

5.2.1 Selecting qualified personnel to operate the program. He will:

date

5.2.1.1 Select and recommend to the Personnel Office teachers with varied credentials and specialities to obtain maximum coverage and balance for program needs.

5.2.1.2 Provide personnel resources which will assist the teachers in providing quality education for children in their program.

5.2.1.3 Be available to secretarial and clerical personnel to assist them in their assigned duties.

5.2.1.4 Prepare objective and honest personnel performance evaluations for meeting County requirements through periodic observations.

5.2.2 Obtaining resources for the organization to meet its purposes. He will:

date

5.2.2.1 Provide necessary justification to the County office for obtaining approval of requests for resources to operate the program.

5.2.2.2 Insure that requests are necessary, and not out-of-balance with policies.

5.2.2.3 Work for services that will strengthen the program.

5.2.3 Practicing efficient management procedures. He will:

		date			
5.2.3.1	Avoid superficial duties that can be performed more effectively by other personnel.	— —	— —	— —	— —
5.2.3.2	Delegate to staff members responsibilities, with accompanying authority to act, in program operation so that each member can contribute his special uniqueness to the program.	— —	— —	— —	— —
5.2.3.3	Retain final responsibility for assignments to others, but will avoid assuming immediate responsibility once the job has been delegated.	— —	— —	— —	— —
5.2.3.4	Establish procedures for the staff to meet its assigned responsibilities.	— —	— —	— —	— —
5.2.3.5	Establish procedures for visitation and observation of the program so that such will benefit observers but not interfere with program operation.	— —	— —	— —	— —
5.2.3.6	Establish schedules and procedures for meeting County requirements, including attendance reporting, budget, and purchasing.	— —	— —	— —	— —

Clarification--comments: ____

____

____

Underscore one:

Ratee __________________________________ Administrator

Rater __________________________________ Administrator's Superior, Administrator, Teacher, Aide

Date ___________________________________

6.0 MEDICAL CONSULTANT

6.1 During the school year, the medical consultant will assume responsibility for providing medical services to the program as demonstrated by:

6.1.1 Conducting an initial medical examination of each child in the program.

6.1.2 Conducting additional examinations, with the approval of the administrator, upon teacher request.

6.1.3 Providing an adequate diagnosis and prognosis of each child in the program.

6.1.4 Providing the necessary medical information for teacher, aide, and parent use in reports presented in usable educational terms.

6.1.5 Scheduling visitations to the program on a regular basis, with the possibility of adjusting schedule to patient needs.

6.1.6 Being available during visitation to program to respond to parents' questions.

date				
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--

6.2 Each medical consultant will strive to develop effective working relationships with program staff members, parents, and children as demonstrated by:

6.2.1 Encouraging free and open communication with teachers, aides, and parents.

date				
	--	--	--	--

date				
6.2.2 Exhibiting a willingness to listen to teachers, aides, and parents and to elicit information from them.	--	--	--	--
6.2.3 Exhibiting a more personal than professional attitude with the children.	--	--	--	--
6.2.4 Withholding judgement until sufficient information is obtained.	--	--	--	--

6.3 During the school year, the medical consultant will assume responsibility for providing some inservice training to the program as demonstrated by:

date				
6.3.1 Describing the expectations of and making suggestions for the child's classroom performance.	--	--	--	--
6.3.2 Relating medical problems to educational needs.	--	--	--	--
6.3.3 Increasing the teachers', aides', and parents' understanding of the medical problem and/or medical principles involved by demonstration or graphic description during individual interpretation.	--	--	--	--
6.3.4 Providing sufficient medical recommendations for follow-up by staff and parents.	--	--	--	--
6.3.5 Providing recommendations for instructional activities for follow-up by parents.	--	--	--	--

Clarification--comments:

Underscore one:

Ratee

Physician

Rater

Administrator, Teacher, Physician

Date

7.0 SPECIALISTS

Audiologist, Physical Therapist, Psychologist, Speech Therapist

7.1 During the school year, the specialist will assume responsibility for providing services in his specialty to the program as demonstrated by:

7.1.1 Conducting an initial diagnostic evaluation of each child in the program.

7.1.2 Conducting additional examinations, with the approval of the administrator, upon teacher request.

7.1.3 Providing an adequate diagnosis and prognosis of each child in the program.

7.1.4 Providing the necessary information for teacher, aide, and parent use in reports presented in usable educational terms.

7.1.5 Scheduling visitations to the program on a regular basis, with the possibility of adjusting schedule to patient needs.

7.1.6 Being available during visitations to program to respond to parents' questions.

date				
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--

7.2 Each specialist will strive to develop effective working relationships with program staff members, parents, and children as demonstrated by:

7.2.1 Encouraging free and open communication with teachers, aides, and parents.

date				
	--	--	--	--

7.2.2 Exhibiting a willingness to listen to teachers, aides, and parents and to elicit information from them.

7.2.3 Exhibiting a more personal than professional attitude with the children.

7.2.4 Withholding judgement until sufficient information is obtained.

date				
	--	--	--	--
	--	--	--	--
	--	--	--	--

7.3 During the school year, the specialist will assume responsibility for providing some inservice training to the program as demonstrated by:

7.3.1 Describing the expectations of and making suggestions for the child's classroom performance.

7.3.2 Relating special problems to educational needs.

7.3.3 Increasing the teachers', aides', and parents' understanding of the special problem and/or principles involved by demonstration or graphic description during individual interpretation.

7.3.4 Providing sufficient recommendations for follow-up by staff and parents.

7.3.5 Providing recommendations for instructional activities for follow-up by parents.

date				
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--
	--	--	--	--

Clarification--comments: ____________________

____

____

Underscore one:

Ratee ____________________

Audiologist, Physical Therapist,
Psychologist, Speech Therapist

Rater ____________________

Audiologist, Physical Therapist,
Psychologist, Speech Therapist,
Administrator, Teacher

Date ____________________

THE INSERVICE PROGRAM

As defined in this program, Inservice preparation refers to those planned and informal events leading to program orientation of all staff and support personnel, and providing new dimensions of functioning, thereby increasing benefits for the children. Four groups will be involved: teachers, aides, support personnel, and parents.

Preparation should begin with a workshop session of at least two days prior to the beginning of the school year. Following this, throughout the year, this preliminary preparation will be expanded in regular and special staff meetings, and in informal conferences.

THE ORIENTATION AND INSERVICE WORKSHOP

Workshop Packet for Teachers and Aides

Introduction

The purpose of the Orientation and Inservice Preparation Workshop for teachers and aides is to present to the participants the underlying philosophy and operational goals of the school together with an introduction to the children enrolled, and the program designed to serve their developmental and educational needs.

During the initial two-day workshop, the various components of the program will be reviewed in order to eliminate as much guesswork as possible about operation of the school. One fundamental concept that will be stressed is that freedom of open communication among all staff personnel is an essential ingredient for facilitating cogent team effort in working with children to promote maximum achievement.

Participants in these orientation and inservice meetings will be asked to contribute to the program by evaluating the usefulness of the orientation process. Results will be used to modify and/or continue parts of the workshop program.

Inservice Schedule

Tuesday, September 7, 1971

8:00 - 8:30	Coffee
8:30 - 10:00	Program Philosophy and Statement of Goals*
10:00 - 10:15	Break
10:15 - 11:30	Educational Goals*
11:30 - 12:00	Administrivia
12:00 - 1:30	No Host Lunch
1:30 - 3:00	Language Development
3:00 - 3:30	Summary--Evaluations
	Pick up Class Lists and Records of Children (DB and OMH only)

Wednesday, September 8, 1971

8:00 - 8:30	Coffee
8:30 - 9:30	Procedures for observing behavior
9:30 - 10:00	Use of equipment
10:00 - 10:15	Break
10:15 - 12:00	Teacher-Aide-Parent Interrelationships
12:00 - 1:30	No Host Lunch
1:30 - 2:00	Motor Development
2:00 - 3:00	Planning
3:00 - 3:30	Summary--Evaluations

Objectives

In developing the program content and activities for this workshop, we have tried to put in action a basic philosophic concept--that planning must be predicated upon identified needs and stated performance (behavioral) objectives.

Within this context, the staff asked, "What would be most important for you, the participant, to gain from this experience?" To identify needs, staff members listed those areas in which they felt insufficient preparation at the time that they began teaching at this school. From this list were derived six performance objectives.

---

*These items have not been included in this section. See pages 5 through 8 and pages 21 through 44.

Characteristic of all performance objectives, they are stated what the participant might be expected to know and/or do as a result orientation and learning experiences. All are related to the teachi process in which you will be involved.

They are intended to give direction for the two-day experienc obtain an immediate check for you and for us as to whether we were ab accomplish what we set out to do.

Performance Objectives

During or at the end of a two-day inservice workshop:

1. Each participant will demonstrate knowledge of the operational goals for the East San Gabriel Valley School for Multi-Handicapped Children (ESGVSMH) by writing at least one example showing how he can contribute toward meeting each goal by the way he would function in the school setting.

Workshe

CHECK ONE:
_____ Teacher
_____ Instructiona
_____ High School A

1. Using the statement of goal write at least one example, in which you can function i will contribute toward meet

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

---

*Separate worksheets for use with each objective were included in the packe convenience, they are presented, in condensed form, opposite each objectiv

eristic of all performance objectives, they are stated in terms of
cipant might be expected to know and/or do as a result of the
l learning experiences. All are related to the teaching-learning
ch you will be involved.

e intended to give direction for the two-day experience and to
liate check for you and for us as to whether we were able to
t we set out to do.

tives

Worksheets*

a two-day

demonstrate
rational goals
riel Valley
licapped Child-
ting at least
ow he can con-
g each goal by
tion in the

CHECK ONE: _____ Teacher
_____ Instructional Aide
_____ High School Aide

WORK SHEET -1

Goals

1. Using the statement of goals in the workshop booklet, write at least one example, for each goal, of one way in which you can function in the school setting that will contribute toward meeting the goal.

1. ____

2. ____

3. ____

4. ____

5. ____

for use with each objective were included in the packet of materials. For
re presented, in condensed form, opposite each objective.

Performance Objectives

2. After viewing a slide presentation illustrating the normal language development sequence, and the ESGVSMH Performance Objectives and Requirements for language development, each participant will list, for each objective, three activities which could be used to move a child from one level of development to the next.

W

Please check your clas

_____ Teacher
_____ Instructiona
_____ High School A

2. List three activiti child from the deve next level.

2.1 Developing memo (At level 2)

1. ______
2. ______
3. ______

2.2 Developing perc language. (At

1. ______
2. ______
3. ______

2.3 Developing funct language. (At l

1. ______
2. ______
3. ______

2.4 Developing concep tion. (At level

1. ______
2. ______
3. ______

Performance Objectives

er viewing a slide presentation
ustrating the normal language
elopment sequence, and the ESGVSMH
formance Objectives and Requirements
language development, each partici-
t will list, for each objective,
ee activities which could be used to
e a child from one level of develop-
t to the next.

Worksheets

Please check your classification:

WORK SHEET - 2

Language Development

____ Teacher
____ Instructional Aide
____ High School Aide

2. List three activities which could be used to move the child from the developmental level indicated to the next level.

2.1 Developing memory and functions of inner language. (At level 2)

1. ______________________
2. ______________________
3. ______________________

2.2 Developing perception and functions of receptive language. (At level 2)

1. ______________________
2. ______________________
3. ______________________

2.3 Developing functional communication in expressive language. (At level 4)

1. ______________________
2. ______________________
3. ______________________

2.4 Developing conceptualization through communication. (At level 3)

1. ______________________
2. ______________________
3. ______________________

Performance Objectives

3. After receiving the case files of children assigned to his group, each participant will list at least one question for which he will need additional information enabling him to make decisions necessary for him to work productively with the child.

Worksheets

Please check your classification:

_____ Teacher
_____ Instructional Aide
_____ High School Aide

3. After receiving the case files of c
to his group, each participant wil
one question for which he will nee
information enabling him to make de
for him to work productively with t

	Name of Child	Questions re formation fo
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________

PROCEDURES FOR OBSERVING BEHAVIOR

Using the prescriptive teaching model for observing behavior, indicate ways in which the educational goals booklet can be used in conjunction with the observation period.

During the first week of observation period, what kinds of information might you expect to obtain as a result of observing mother and child?

jectives

e case files of
to his group, each
ist at least one
he will need
tion enabling him
necessary for him
ly with the child.

Worksheets

Please check your classification:

WORK SHEET - 3

Case Studies

_____ Teacher
_____ Instructional Aide
_____ High School Aide

3. After receiving the case files of children assigned to his group, each participant will list at least one question for which he will need additional information enabling him to make decisions necessary for him to work productively with the child.

Name of Child	Questions regarding needed information for decision-making.
1. ____________	______________________________ ______________________________
2. ____________	______________________________ ______________________________
3. ____________	______________________________ ______________________________
4. ____________	______________________________ ______________________________

PROCEDURES FOR OBSERVING BEHAVIOR

the prescriptive teaching model for observing behavior, indicate
in which the educational goals booklet can be used in conjunction
the observation period.

the first week of observation period, what kinds of information
you expect to obtain as a result of observing mother and child?

Performance Objectives

4. After viewing a series of selected slides showing various kinds of program equipment, each participant will write one way in which each piece of equipment might be used to good advantage for multi-handicapped children.

Please check your c

____ Teacher
____ Instructio
____ High Schoo

4. After viewing a
various kinds o
will write one
might be used t
children.

Name of Equipme

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

↓

10. ____________

Objectives

series of selected
arious kinds of
t, each participant
ay in which each
nt might be used to
or multi-handicapped

Worksheets

Please check your classification: **WORK SHEET - 4**

Equipment

☐ Teacher
☐ Instructional Aide
☐ High School Aide

4. After viewing a series of selected slides showing various kinds of program equipment, each participant will write one way in which each piece of equipment might be used to good advantage for multi-handicapped children.

	Name of Equipment	Use
1.	____________________	____________________
2.	____________________	____________________
3.	____________________	____________________
4.	____________________	____________________
5.	____________________	____________________
6.	____________________	____________________
↓		
10.	____________________	____________________

Performance Objectives

5. Each participant will illustrate the three-way interrelating roles of the teacher, aide, and parent by stating one or two guidelines for his working relationships with each of the other two groups to work with him.

Workshee

Please check your classification

_____ Teacher
_____ Instructional Aide
_____ High School Aide
_____ Parent

5. Illustrate the three-way inte
teacher, aide, and parent by s
lines for your working relatic
other groups. For example, hc
vide assistance and share resp
and *with* the parents, and what
aide and *from* the parents? Hc
with the teacher and the parer
expect *from* the teacher and th

Teacher:

Work with Aide

1. ____________________
2. ____________________
3. ____________________

Expect from Aide

1. ____________________
2. ____________________
3. ____________________

Work

1. _
2. _
3. _

Expe

1. _
2. _
3. _

- -

Aide:

Work with Teacher

1. ________________
2. ________________
3. ________________

Expect from Teacher

1. ________________
2. ________________
3. ________________

Work with Parent

1. _________________
2. _________________
3. _________________

Expect from Parent

1. _________________
2. _________________
3. _________________

Parent:

Work with Teacher

1. ____________________
2. ____________________
3. ____________________

Expect from Teacher

1. ____________________
2. ____________________
3. ____________________

Work

1. _
2. _
3. _

Expe

1. _
2. _
3. _

jectives

ill illustrate the
ating roles of the
parent by stating
nes for his work-
with each of the
o work with him.

Worksheets

Please check your classification

WORK SHEET - 5

TAP Roles

_____ Teacher
_____ Instructional Aide
_____ High School Aide
_____ Parent

5. Illustrate the three-way interrelating roles of the teacher, aide, and parent by stating one or two guidelines for your working relationships with each of the other groups. For example, how will the teacher provide assistance and share responsibility with the aide and with the parents, and what will he expect from the aide and from the parents? How will the aide work with the teacher and the parents, and what will he expect from the teacher and the parents?

Teacher:

Work with Aide

1. ____________________
2. ____________________
3. ____________________

Work with Parent

1. ____________________
2. ____________________
3. ____________________

Expect from Aide

1. ____________________
2. ____________________
3. ____________________

Expect from Parent

1. ____________________
2. ____________________
3. ____________________

- -

Work with Parent

1. ____________________
2. ____________________
3. ____________________

Expect from Parent

1. ____________________
2. ____________________
3. ____________________

Parent:

Work with Teacher

1. ____________________
2. ____________________
3. ____________________

Work with Aide

1. ____________________
2. ____________________
3. ____________________

Expect from Teacher

1. ____________________
2. ____________________
3. ____________________

Expect from Aide

1. ____________________
2. ____________________
3. ____________________

Performance Objectives

6. After presentation of the normal motor development sequence, and the ESGVSMH Performance Objectives and Requirements for motor development, each participant will list, for each objective, three activities which could be used to move a child from one level of development to the next.

Please check your class

____ Teacher
____ Instructional
____ High School Ai

6. List three activiti
child from the deve
next level.

6.1 Performing gro
(At level 1)

1. ____
2. ____
3. ____

6.2 Performing fin
level 2)

1. ____
2. ____
3. ____

6.3 Performing loc

1. ____
2. ____
3. ____

6.4 Moving in spac
(At level 1)

1. ____
2. ____
3. ____

Appropriateness and feasibility of responses will be determined through
review of qualified staff members according to pre-determined criteria.

mance Objectives

entation of the normal
lopment sequence, and the
rformance Objectives and
ts for motor development,
cipant will list, for each
three activities which
sed to move a child from
of development to the next.

Worksheets

Please check your classification

____ Teacher
____ Instructional Aide
____ High School Aide

WORK SHEET - 6

Motor Development

6. List three activities which could be used to move the child from the developmental level indicated to the next level.

6.1 Performing gross body movements in place. (At level 1)

1. ______________________________
2. ______________________________
3. ______________________________

6.2 Performing fine manipulative movements. (At level 2)

1. ______________________________
2. ______________________________
3. ______________________________

6.3 Performing locomotor movements. (At level 4)

1. ______________________________
2. ______________________________
3. ______________________________

6.4 Moving in space and sensing spatial relationships. (At level 1)

1. ______________________________
2. ______________________________
3. ______________________________

and feasibility of responses will be determined through group discussion and independent
ied staff members according to pre-determined criteria.

Procedures

Staff members may have responsibilities for introducing materials and leading discussions in areas of their specialties. Video tape presentations have been very useful in many of the sessions. Examples of materials in the packet which illustrate some of the content for sessions are included below.

LANGUAGE DEVELOPMENT

Some definitions regarding language development:

1. Language is a system of symbol cues used to communicate meaning.
2. Receptive language is the meaning and comprehension of the message on the part of the receiver. (Swarz) It is that language which an individual uses to understand others.
3. Inner language, "the use of language symbols for purposes of inner life or thought." (Myklebust) The central processing of symbols received.
4. Expressive language is that language which an individual uses to make himself understood by others.
5. Audition is the processing of acoustical data in the central nervous system.
6. Projective hearing is the ability to systematically scan, and keep in touch with the environment. Such use of hearing is dependent upon integration, normal perception, and listening. (Could this be a forerunner to receptive language skills?).

Motor Development

Gross Motor Development

This slide presentation was prepared at the East San Gabriel Valley School for Multi-Handicapped Children in Azusa, California. Its purpose is to illustrate the developmental steps of gross motor skills for a normal child aged 0 to 5 years. Sources which document the information stated here are The Preschool Attainment Record and Bayley's Infant Development Scale.

At the age of zero to 6 months, the normal child can usually sit unassisted.

He can turn from laying on his back to his stomach and should be crawling reciprocally.

Six months to 1 year is the age at which the child will stand and attempt to walk but he may often need some help. Patacake and other midline skills are also emerging at this step.

At 1 to 1-1/2 years, the child can walk independently. He is also able to walk on stairs with some help.

Between 1-1/2 and 2 years his coordination begins to grow in sophistication. He can run now and has good control of his direction.

At 2 to 2-1/2 years he can balance himself on each foot alternately. And has lost his need for help on the stairs.

He begins to amaze his friends and scare his mother at 2-1/2 to 3 years by climbing many large objects that get in his way.

Between 3 and 3-1/2 he is able to jump at random and from 3-1/2 to 4 he is able to hop on one foot.

At 4 to 4-1/2 years he is able to participate in organized game activities by joining the circle and by 4-1/2 to 5 years he can engage himself in activities which require considerable coordination such as skipping.

You've just seen a frame work of gross motor development. While most children tend to follow this framework, multiply handicapped children do not - and it will be useful for you to be able to recognize these major steps as you evaluate the children in your special education classes.

Fine Motor Development

This presentation will illustrate the fine motor coordination skills usually seen in a normal child aged 0 to 5 years. We refer to data found in the Bayley Infant Development Test, The Preschool Attainment Record, and The Cattel Infant Intelligence Scale.

At 0 to 6 months we see the development of a unilateral reach with wrist rotation. Lifting a cup is characteristic of a child nearing 6 months. 6 months to 1 year sees an improved radial grasp. He also enjoys his skill of banging his spoon on the table.

At 1 to 1-1/2 years he can scribble or attempt to make marks. Throwing an object at this age as well as fitting a round shape into a formboard.

1-1/2 - 2 years an emergence of being able to unwrap a simply wrapped package occurs at this time and within this age level the child can fit a square into a formboard.

2 - 2-1/2 years. This is the age at which he might disassemble a simple toy and perhaps attempt to fold paper.

2-1/2 - 3 years. Assembling simple puzzles at this level is normal and certainly, it is a significant step in fine motor development.

3 - 3-1/2 years. Throwing objects is not as random as it used to be. Given a pencil the child may attempt to imitate a stroke.

3-1/2 - 4 years. He can catch an object in his arms now as well as accomplish bead-stringing.

4 - 4-1/2 years. The child can usually draw a square.

At 4-1/2 - 5 years, he has reached the level at which he will carry out self-help skills, such as buttoning, tying laces, and of course blowing his nose.

This has been a brief look into the highlights of fine motor development from ages 0 to 5.

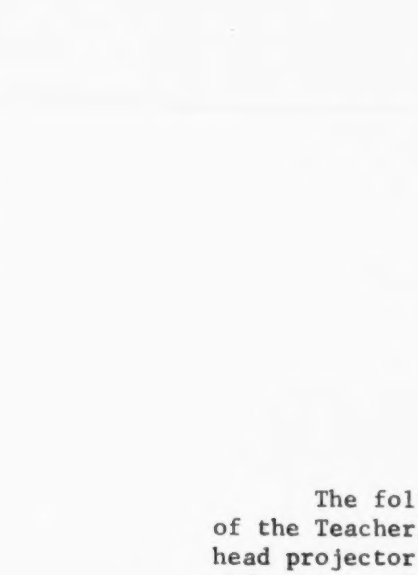
Being able to recognize these steps will aid you in understanding where your handicapped children are and what they need.

TAP

Tapping Personal Resources

The following buzz group procedure was used for individual and group development of the Teacher, Aide, and Parent roles as they interrelated with each other. An overhead projector makes possible a visual listing of each group's efforts. Transparencies and pencils will need to be provided. Care should be taken that activities are kept fast moving, especially if there is considerable concurrence among the groups.

Performance Objectives for TAP Session



1. (#4 on Inservice list of Performance Objectives) Each participant will illustrate the three-way interrelating roles of the teacher, aide, and parent by stating two or three guidelines for his working relationships with each of the other two groups, and three ways in which he would expect each of the other two groups to work with him.

2. After discussion of the TAP guidelines written by each participant, each individual buzz group of teachers, aides, and parents will list at least two specific and practical guidelines for working with each of the other two groups and will report these to all participants.

3. After discussion of the TAP guidelines written by the buzz groups, each combined buzz group of teachers, aides, and parents will, by concensus, make one list of guidelines, and will report these to all participants.

4. After presentation of the five guideline statements by the buzz groups, a committee will be formed to synthesize all statements, and to present a final list of guidelines for teacher, aide, parent working relationships, which must receive approval by at least 90 percent of the teachers, aides, and parents. (This should be done at a later date.)

Evaluation

An evaluation form should be designed to obtain participant reactions to the workshop. Immediate feedback will provide the administrator and staff with information needed to project the content for on-going inservice work. Four of the thirteen items on the evaluation form used in the 1971 workshop are listed below as examples.

2. The discussion on philosophy and the statement on goals was:

____ Very interesting
____ Interesting
____ So-so
____ Dull

____ Very useful in giving me a sense of direction
____ Of some value
____ To general to be of much help
____ Of no value

5. From the session on Language Development (Performance Objective 2),

I gained:
____ No more than I already knew
____ A few new ideas
____ Many new ideas
____ Entirely new insights

I found writing three activities to move a child from one level to the next:
____ Very difficult
____ Difficult
____ Fairly easy
____ Easy to do

6. Considering the usefulness of the following sessions, I would suggest that for future inservice programs, they:

	Be continued as is	Continued but modify	Omit entirely
6.1 Philosophy and Goals			
6.2 Roles of teachers, aides, and parents			
6.3 Motor Development			
↓			
6.6			

8. Having performance Objectives listed:

____ Was threatening to me
____ Made me think I was being tested
____ Helped me to see what I should know
____ Was a good way to make clear the purposes of the workshop

THE ON-GOING INSERVICE PROGRAM

The on-going inservice program should be geared to current issues, needs, and problems. It should be concerned with ways to further the development of the child, and with the professional growth of all staff members.

Inservice for Teachers

1. Manual Communication.

   Two classes, intermediate and advanced, are held each morning for twenty minutes (8:40 - 9:00 AM). A beginning class is available when needed. The classes are taught by staff members. The group determines the language to be learned and emphasized.

2. Scheduled Teacher Meetings. Aides may attend. Tuesday and Thursday, 2:00 - 3:30 PM.

   Purposes

   To plan, by the team, for individual pupils, as needed.
   To share new activities.
   To plan schedules of pupils and teachers for large and small group activities.
   To discuss operational concerns.
   To plan special events.
   To present and discuss new students.
   To complete assessment procedures.
   To review summaries of new students being considered for placement.
   To plan placement of new students if admitted on regular basis.
   To inform staff of important events and activities.
   To interpret County policies and procedures as necessary, and inform staff of new policies and procedures.

Procedures

Item and pupil to be discussed must be placed in Agenda Book by informing the secretary, by writing the item in the book, or by submitting a written memo to the secretary. Action taken on any given item will be entered in the Agenda Book, typed, and distributed by the secretary. Any follow-up will be noted and the person responsible indicated. A designated person will take notes or minutes.

3. Informal Meetings. Monday, Wednesday, Friday, 2:00 - 3:30 PM.

Informal meetings between teachers and/or aides will be held by request, or as needed. These may be sources of agenda items for the Tuesday and Thursday meetings.

Purposes

To invite specialists, or teachers from other programs, to share and discuss an area of concern.
To communicate with support personnel in a group meeting, as necessary.
To preview video tapes of interesting or innovative activities within a class, or to view and to discuss activities of individual children with whom there is a concern.
To view a video tape or film of other programs, or special interest topics. (The media specialist may be asked to video tape a workshop which the teachers are unable to attend.)
To view video tapes of physicians, consultants, or other specialists as they discuss a medical procedure common among MH children, or other medical concerns. (Since physicians cannot be present for afternoon meetings, the media specialist can video tape a discussion.)

Procedures

A problem or concern about an individual child or schedule may arise on a given day. The teacher will let it be known that assistance is desired. The situation will be discussed simply with another teacher, or with any of the staff members who wish to participate. If a procedural decision seems evident, the item is placed on the agenda for total staff discussion and direction. Informal discussions may indicate a need for additional knowledge or information. The item is then placed on the formal agenda and plans for a visitation, or invitation to an individual(s) to visit the program and discuss the concern with the staff is extended.

The principal, or person designated by the principal, will be responsible for all arrangements.

Inservice for Aides

Time, before and after school, is set aside for teachers and aides to communicate regarding the educational program, to write objectives, to review anecdotal notes, and to preview video tapes of a day's activities.

On Thursdays, at 1:00 PM, the aides meet with the principal.

Purpose

To discuss concerns about pupils.
To discuss site operational concerns.
To discuss concerns about County personnel procedures.

Procedure

Inform secretary of item for the agenda, if action is necessary.
Bring concerns directly to meeting.
Designate person to note any action or follow-up.

Inservice for, and from Medical and Specialist Consultants

Two-way inservice preparation occurs between the medical team, the specialists, and the staff.

1. A potential member of the medical team is first contacted by a letter which explains the educational program and outlines the needs which the physician might serve. This is followed by a conference in which the physician's responsibilities are further defined. These are primarily:

1.1 Initial examinations and continuing check-ups of children in the program,

1.2 Interpretation of information after examinations, and

1.3 Clarification of inconsistencies in medical records.

2. Inservice also occurs:

   2.1 During examinations of children by the medical consultant when teachers are present. This situation provides the opportunity for an interchange of information, medically and educationally.

   2.2 When specialists, such as the physical therapist, audiologist, and psychologist are on-site, and available to staff members for consultation and interpretation of various phases of their specialties. They also assist in gathering materials for staff workshops.

   2.3 When video tapes, of discussions by the medical consultants, are made to be replayed at a later time for the entire staff. This happens when there is need of in-depth consideration of a child's difficulties, of interpretation and explanation of observed recurring behaviors, or different phenomena which are not understood by the teachers and aides. Such services have been of great value to the staff.

The Parent Program

Participation. Parents are encouraged to participate one day per week in the school program.

Purpose

To observe how the program functions.
To communicate with teachers regarding pupil behavior at home and at school.
To assist in the educational program.

Procedure

The teacher and parent will decide the most satisfactory day for participation. If weekly attendance is not possible, they decide on at least one day per month.

Monthly Evening Meetings

Purpose

To have open discussion for family and/or program concerns.
To provide opportunity for parents to discuss common concerns.
To offer opportunity to discuss present and future program needs and direction.
To plan and give inservice presentations on subjects of interest or concern.
To plan for fund raising.

Procedure

Officers are chosen to manage the organization.
Agenda items are given to the school secretary by the president of the parent organization or by the school principal for planning meetings.
Secretary takes notes and distributes minutes.

Meeting with Principal and Psychologist

The principal is available to parents on Tuesdays and Thursdays, from 4:00 to 5:00 PM for discussion of any concerns.
The psychologist is available by appointment.

State and County Inservice

Purposes

To help in keeping positive channels of communication open between State and County programs.
To inform and to share with staff members program activities conducted within the State or County.
To provide large scale inservice for County personnel in order to discuss common concerns and procedures of County or State (economy and efficiency is an important factor).
To help in assuring that programs will move forward, by serving as representatives to the County and the State.

Procedure

The principal will inform the County consultant of program needs.

The consultant, in consultation with the County administrators and planning committee, will determine the magnitude of the problem or need and will determine the nature of inservice to be provided.

Consultants, State and County, will visit programs and discuss concerns with the staff, and will be responsible for promoting inservice meetings and/or State or County workshops.

BUDGET - FINANCE

The costs to operate the East San Gabriel Valley School for Multi-Handicapped Children, as indicated below, reflect the major operational expenditures. No attempt was made to obtain a detailed per pupil cost breakdown. Indirect services and computation of time of personnel indirectly associated with the program are not reflected.

The costs listed are the amounts budgeted for the 1971-72 school year, and are fair representations of actual expenditures.

Future costs will undoubtedly decrease with accumulation of materials and equipment. On the other hand, a first year budget should reflect greater equipment and instructional materials costs.

Personnel Expenses (approximate)

Principal, 1/2 time	$ 11,000	
Teachers, 8 @ $11,060 (average)	88,480	
Instructional Aides, 8 @ $4,940 (average)	39,520	
Psychologist, 2/5 time	7,200	
Nurse, 2/5 time	4,500	
Speech Therapist, 1/2 time	6,000	
Intermediate Steno	8,700	(part Title VI-B)
Intermediate Typist, 1/2 time	3,760	
Research & Development Consultant, 1/4 time	5,334	(County office for Title VI-B)
Evaluation Consultant (contracted)	7,000	(Title VI-B)
Media Technician	9,350	(Title VI-B)
Physical Therapist, 1/2 time	4,890	(Title VI-B)
Medical Consultants, 4 (contracted)	1,500	(Title VI-B)
Fixed Charges (estimated)	12,000	
Fixed Charges	3,140	(Title VI-B)
Total Personnel	$212,374	

Program Operation Expenses

Equipment, @ $2,000 per class	$ 16,000	
Instructional Supplies, @ $700 per class	5,600	
Field Trips, @ $220 per class	1,760	
Transportation, Pupil Bussing, 53,400 miles	22,000	(estimate)
Mileage Allowance (principal)	600	
Supplies, Media Materials	2,500	(Title VI-B)
Publishing Costs	3,000	(Title VI-B)
Mileage, staff follow-up on project	1,300	(Title VI-B)
Educational Audit	500	(Title VI-B)
Total Operation	$ 53,260	

Administration

Project Administration Costs	$ 2,037	(Title VI-B)
Estimate of County office administration and support services	12,000	
Total Administration	$ 14,037	

Building Expenses

Lease	$ 15,300	
Maintenance and custodial	7,100	(estimate)
Utilities	3,000	(estimate)
Total Building	$ 25,400	

Total Expenses	$305,071

DISSEMINATION

Dissemination is really a two-way process. It is concerned with information about the school and its program gained through visitation to the school site, and with various kinds of presentations and publications prepared by the school staff for distribution to the general public and interested persons and groups.

Keeping a sign-in book at the school site is an easy way of noting visitations to the program. Results can be surprising as the record is analyzed. For example, during the period from September 21, 1971, to March 21, 1971, a minimum of 500 persons visited the East San Gabriel Valley School for Multi-Handicapped Children. Represented in the visitors were professionals in the field, teachers, aides, college and high school students, and mothers of multi-handicapped children.

Visitations very often result in requests for materials about the school, or used in the program. An example of how a publication can produce an impact is the April, 1971 publication, A Close Look At . . . M-H. To date, 4000 copies have been distributed to professionals in the field of special education, administrators, state departments of education, schools and local colleges, libraries, Regional Center for Deaf-Blind, students, and CTEVH Conference participants. Copies have been requested and sent to 17 states and three other countries--Australia, Denmark, and England. Communications and materials have been received from England and Australia.

Conferences and visitation to other similar school sites is another way for the exchange of information.

Members of the staff have presented aspects of the program to a variety of conferences and workshops, and have visited existing Deaf-Blind and Multi-Handicapped Schools for the purposes of sharing operational concepts, experiences, and activities, while also learning from the site being visited.

Both the Educational Program and the Model presented here are attempts to share experiences, activities, and procedures that have been developed over a period of three and one-half years. The process of developing these materials forced examination of existing procedures. Inconsistencies and inefficient operational educational processes were found. Perhaps the greatest impact of program and model development, then, has been on the children and staff of this site. It is hoped, however, that other agencies will find these materials useful either in initiating a program or in examining an existing program. If so, there will be the satisfaction that communication is essential not only within a program but in cutting across all existing programs and those to be planned.

EVALUATION

Evaluation is the ever-present process of making value judgements of what has occurred, of what is happening, and of what might be expected to take place. Either quality or quantity, or both, enter into decisions of good or bad, true or false, achieved or non-achieved. The difficulty is that too often there is lack of sufficient and adequate criteria or standards. Sometimes there is no conscious thought of criteria; the judgement is made by "feel."

In the overall school program, evaluation is structurally a part of organization and administration. It must be planned, organized, administered, and summarized with directed purpose. Yet, in function, evaluation threads its way through every small and large phase, becoming the integral factor that holds the program together. Without evaluation there would be no knowledge of actual progress.

Evaluation is a three-dimensional activity:

- Statement of purposes, defining of objectives, setting performance requirements; and selecting means for achieving the objectives.
- Trial of the activities, or means, and gathering of data.
- Analysis, summary, and interpretation of findings in relation to intended purposes.

Evaluation procedures for this program followed the general process noted above. Educational Goals, Performance Objectives and Profile Scales; Learning Experiences and Teaching Suggestions were produced by the total staff and project consultant after many long hours of struggle. There is a natural inclination to obtain ready-made assessment devices and thereby bypass the investment of such time and effort. The major problem, which the staff discovered, is that there is rarely sufficient match in the content and expected outcomes of a developing program with the content assessed by ready made devices. Data thus obtained often prove to be of little value.

Due to the time required for development of the profile scales, baseline data were not available until the second semester. The importance of obtaining baseline data is obvious; for without good baseline data, statements about the amount and rate of growth in student performance cannot be made with sufficient accuracy. Following development of the profile scales, the teachers were requested to rate students monthly on each of the performance objectives and to record the beginning and ending achievement for all objectives on a summary grid. These ratings were summarized and presented as a picture of the growth of the students during semester two of the school year. Because of the developmental nature of the scales, the relatively small number of students involved, and the small time available for measurement, a complex statistical treatment of the data was not warranted. It was possible, however, to make some inferences regarding the achievement of performance objectives by the students and the feasibility of the rating scale as a measurement device. Based upon analysis of data obtained during the first year, several conclusions were made:

1. The scales did provide a method for obtaining a measure of student achievement. Experience with the scales by the teachers, however, indicated the need for refinement in several of the areas. During the following year the scales were made available to several multi-handicapped programs with a request for criticism following their use. From the previous year's experience and the comments submitted by other users, the staff revised parts of the scales. Continued experience in the use of the scales will very likely call for further modification. It is recommended that utilization of the scales by other programs consider carefully the relationship of the scales to student characteristics and program content and objectives to determine the need for other modifications to provide a valid and effective means of assessment.

2. With rare exceptions the ratings of the students were made by only one teacher. Therefore it was not possible to obtain a reliability check on the profile scales. If it is possible, obtaining multiple ratings of students to ascertain the level of interjudge agreement on the rating scales would be desirable.

3. Although the nature of the student population was such that large gains in achievement would not normally be expected, analysis of data obtained indicated that growth had occurred. It should be remembered, however, that the period of measurement was relatively short. The availability of the profile scales at the beginning of the school year should make possible comparison of students' performances over the full school year, and, hopefully, provide a basis for anticipated growth for similar students.

4. Although a summarization of the achievement of all students did provide some useful data, it would appear that, due to the significant differences in student characteristics among the various teacher groups to be found with this type of student population, analysis of data by individual groups is more useful. Also, although the summarization of student achievement according to total ratings permits a determination of the level and gain in student achievement, a real understanding of this achievement can only be obtained by reference to the performance requirements which specifically relate to the profile score numbers. For example, knowing that the average score of a group is 1.00 on the receptive language scale is relatively meaningless without reference to the statement, "Response to gestures, will move toward direction in which he is prodded."

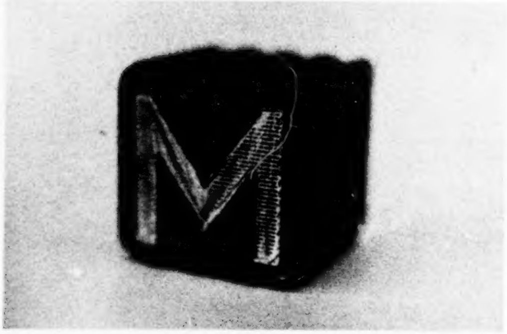
5. Refinement and experience in the use of the profile scales should provide not only the basis for prescription of a program of individual instruction, but, also, some indication of anticipated growth at time of entry into the program. In addition, it is anticipated that a profile of scores on all objectives will be constructed to provide a configuration which will indicate readiness for movement to another program.

Procedures similar to those employed in the evaluation of the student achievement component were followed in the evaluation of other components in the program. Following discussions with the staff, questionnaires were designed to identify critical elements in the medical consultants' and specialists' roles in the program and to determine their effectiveness. The medical consultant and specialist questionnaire was administered by means of an indepth interview with each of the medical consultants. This procedure was followed to obtain responses to all the questionnaires and to insure obtaining more complete data. An administrative and teaching staff questionnaire concerning medical consultant and specialist services was also developed to obtain a perception of the administrative and teaching staff regarding these services provided which made possible comparison of the views of the medical consultants and staff regarding the services and to determine the nature and degree of any discrepancies between the two groups. During the following year, reactions from the staff to data summarized in the final report provided the basis for the development of the rating scales for the medical consultant and specialist services component. These are new, and have not yet been administered. When results are in, feedback into the total program, as with other findings, will be made.

To reiterate what was implied at the outset, the question is not whether an evaluation is to be made but rather for what purpose and by what means. Limited value is to be gained from an evaluation conducted as routine, with no expectation or plan for use of the results.

PART II

THE MODEL



INTRODUCTION

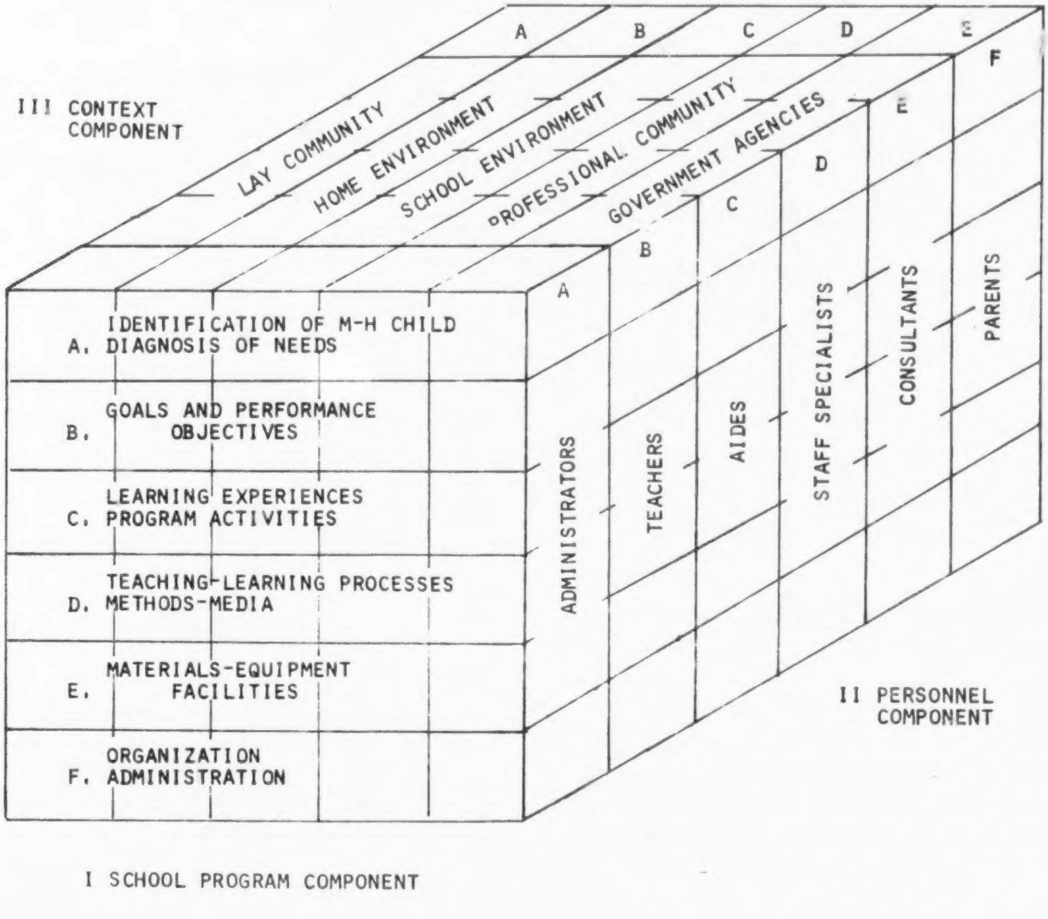
The model for illustrating the Educational Program of the East San Gabriel Valley School for Multi-Handicapped Children has been conceived as a block with three faces comprising the major components in the total program. The multitude of possible relationships between the interfacings of the three components offers opportunity for both gross and minute examination of needs and problems leading to determining and selecting alternative solutions and making tentative and final decisions.

The first major component is the total educational program; the second, personnel for implementing the program; and, third, the contexts in which the program is operated.

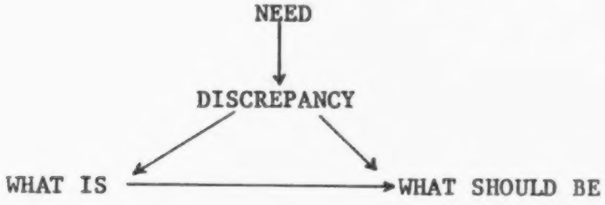
The description of the model presents, first an analysis of the program component to which is then added the second component, personnel, and finally, the third component, context, thus completing the entire model.

MODEL DESIGN

AN EDUCATIONAL PROGRAM FOR MULTI-HANDICAPPED CHILDREN


III CONTEXT COMPONENT
A
B
C
D
E
LAY COMMUNITY
HOME ENVIRONMENT
SCHOOL ENVIRONMENT
PROFESSIONAL COMMUNITY
GOVERNMENT AGENCIES
A. IDENTIFICATION OF M-H CHILD DIAGNOSIS OF NEEDS
B. GOALS AND PERFORMANCE OBJECTIVES
C. LEARNING EXPERIENCES PROGRAM ACTIVITIES
D. TEACHING-LEARNING PROCESSES METHODS-MEDIA
E. MATERIALS-EQUIPMENT FACILITIES
F. ORGANIZATION ADMINISTRATION
A
B
C
D
E
F
ADMINISTRATORS
TEACHERS
AIDES
STAFF SPECIALISTS
CONSULTANTS
PARENTS
II PERSONNEL COMPONENT
I SCHOOL PROGRAM COMPONENT

A. The starting point begins with identifying the target population--the handicapped children in the area to be served--and the needs to be reduced.



All other sections derive, in sequence, from the first.

B. Goals delineate commitments to the status of WHAT SHOULD BE.

Objectives specify the goals and state what kinds of child performances are required to achieve the objectives.

C. Learning Experiences, consisting of many program activities, are selected in terms of the objectives and provide the means for improving performances.

D. Teaching-Lea
and Media pr
the usefulne
Learning Exp

E. Materials, E
environment
place, and m
designed lea

F. Organization
the program
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COMPONENT I--SCHOOL PROGRAM

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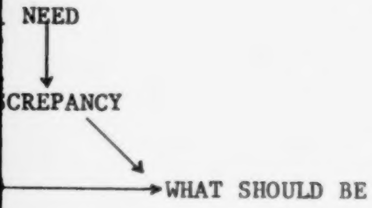

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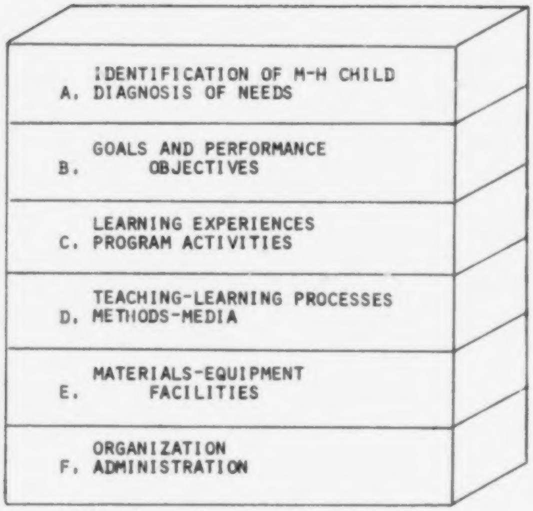


I SCHOOL PROGRAM COMPONENT

D. Teaching-Learning Processes, including Methods and Media provide the opportunities for maximizing the usefulness of program activities in the Learning Experiences.

E. Materials, Equipment, Facilities enhance the environment in which Teaching-Learning takes place, and make possible a variety of specially designed learning experiences.

F. Organization provides the structure within which the program is operated. Administration implements the organizational plan.

OPERATIONAL PROCESSES

WHAT should be done	HOW should the WHAT be done	
IA The Multi-Handicapped Child--Needs Identification		
1.0 Identify target populations which meet state regulations for serving multi-handicapped children.	• Disseminate information about available programs to lay and professional communities. • Parent request to school district of residence • School District of Residence referrals of M-H children for diagnosis.	• Soc edu • Par • Adm pro and Off
2.0 Diagnose--Recommend or Deny Placement in M-H Program	• Medical Records indicating handicap status must be obtained • Admissions-Dismissal Committee review's records • A & D Committee determines eligibility for OMH placement, or denies placement and recommends alternate possibilities to District of Residence representative	Ac Requi • Sch • Sch • Nur • Ass Permi • Dis • Adm for
3.0 Assess for group placement	• Diagnostic Classroom--Observation of free exploration and intervention activities • Assessment according to medical, psychological, auditory, visual records • Assessment using Profile Scales for • Performance Objectives, Pre-kindergarten scale for normal function of this age, scales appropriate for handicaps or a combination of handicaps	• Ass • Pri • Tea • Aid • Par • Psy • Spe • Phy • Med
4.0 On-going assessment 4.1 Need reduction through development and learning 4.2 New needs occuring	• Identify common and individual needs • Quartely assessment of progress recorded on Profile Scales • Planned and incidental observation during activities • Formal and Informal staff meetings	• Tea • Par • Aid • Pri • Tot

OPERATIONAL PROCESSES

ne	HOW should the WHAT be done	WHO does the WHAT and HOW
Child--		
populations regulations i-handicapped	• Disseminate information about available programs to lay and professional communities. • Parent request to school district of residence • School District of Residence referrals of M-H children for diagnosis.	• Social Institutions may recommend educational opportunities to parents • Parent requests services • Administrators of District of Residence provide for diagnosis or refer to another agency, such as County Schools Office
end or Deny Program	• Medical Records indicating handicap status must be obtained • Admissions-Dismissal Committee review's records • A & D Committee determines eligibility for OMH placement, or denies placement and recommends alternate possibilities to District of Residence representative	Admissions-Dismissal Committee Required • School Principal • School Psychologist • Nurse • Assessment Teacher Permitted • District of Residence Representative • Administrators of Categorical Programs for Physically Handicapped
placement	• Diagnostic Classroom--Observation of free exploration and intervention activities • Assessment according to medical, psychological, auditory, visual records • Assessment using Profile Scales for • Performance Objectives, Pre-kindergarten scale for normal function of this age, scales appropriate for handicaps or a combination of handicaps	• Assessment Teacher • Principal • Teacher • Aide • Parent • Psychologist • Speech Therapist • Physical Therapist • Medical Team, headed by pediatrician
ent on through and learn- curing	• Identify common and individual needs • Quartely assessment of progress recorded on Profile Scales • Planned and incidental observation during activities • Formal and Informal staff meetings	• Teacher • Parent • Aide • Principal • Total staff

OPERATIONAL PROCESSES (cont'd)

WHAT should be done	HOW should the WHAT be done
B Goals and Performance Objectives	
1.0 Determine Educational Goals for the M-H Child	• Analyze need assessments (IA) • Define Goals (product outcomes) in terms of needs to be reduced and of educational goals for all children
2.0 Derive Performance Objectives from each goal	• State Performance Objectives in terms of goals and of child's maximum potential for achievement
3.0 State Performance Requirements for achieving each objective	• Specify Performance Requirements to be used as indicators for assessing accomplishment level in progress toward reaching each objective
4.0 Devise assessment instrument(s)	• Develop (obtain) assessment instrument(s) for gathering data applicable to determining child development and learning as defined by performance objectives • Review professional literature and other programs
C Learning Experiences Program Activities	
1.0 Select (develop) activity experiences which promote development and learning in each of the Goal and Performance Objectives areas	• Review Performance Objectives and Requirements • List needs to be reduced and learnings to be accomplished • List activities (themes and variations) which are pertinent to desired achievements
2.0 Identify activity commonalities i.e., those which can serve more than one purpose	• Analyze activities for possible uses under similar and different circumstances • Classify activity specialities and cross-reference activity commonalities

OPERATIONAL PROCESSES (cont'd)

	HOW should the WHAT be done	WHO does the WHAT and HOW
jectives		
al Goals for	• Analyze need assessments (IA) • Define Goals (product outcomes) in terms of needs to be reduced and of educational goals for all children	• Principal • Teachers • Aides with input from • Parents • Medical Consultants • Specialist Consultants
Objectives	• State Performance Objectives in terms of goals and of child's maximum potential for achievement	
equirements objective	• Specify Performance Requirements to be used as indicators for assessing accomplishment level in progress toward reaching each objective	
nstrument(s)	• Develop (obtain) assessment instrument(s) for gathering data applicable to determining child development and learning as defined by performance objectives • Review professional literature and other programs	
tivity exper- e development h of the Goal ectives areas	• Review Performance Objectives and Requirements • List needs to be reduced and learnings to be accomplished • List activities (themes and variations) which are pertinent to desired achievements	• Principal • Teachers • Aides with input from • Parents • Specialist Consultants • Child free activity
ommonalities an serve more	• Analyze activities for possible uses under similar and different circumstances • Classify activity specialities and cross-reference activity commonalities	

OPERATIONAL PROCESSES (cont'd)

WHAT should be done	HOW should the WHAT be done

3.0 Identify activity specialities, i.e., those which serve primarily one purpose rather than many
4.0 Identify reinforcement/reward activities
5.0 Classify activities for manageable retrieval
	• Determine criteria for "effective activities"
	• Check child responses to
	  • general behavior
	  • attending--time span
	  • accomplishment--
	    • to what extent
	    • how well
	  • transfer to other situations

6.0 Devise system for assessing usefulness and productivity of activities.	• Review professional literature and other programs

ID Teaching-Learning Processes

Methods

PROGRAM PLANNING

WHAT should be done	HOW should the WHAT be done
1.0 Determine current child need(s) for planning base.	• Review placement on Profile Scales • Define major problem(s) to be met at the present time, based on "what was," "what is," and "what should be."
2.0 Plan current and tentative projected program	• Select current Focus, or immediate priorities • State immediate objectives--week, month, or quarter • Establish criteria in terms of child behavior to determine which methods and activities are "best suited." • Select activities and teaching procedures best suited to the child, the need, and the situation • State evaluation techniques based on objectives, activities, and methods to assess outcomes of the teaching-learning process

OPERATIONAL PROCESSES (cont'd)

be done	HOW should the WHAT be done	WHO does the WHAT and HOW
tivity specialities, which serve primarily rather than many	• Determine criteria for "effective activities" • Check child responses to	
inforcement/reward	• general behavior • attending--time span • accomplishment-- • to what extent • how well	• Total staff
tivities for manage- val	• transfer to other situations	
em for assessing use- productivity of	• Review professional literature and other programs	
Processes		
ds		
urrent child need(s) base.	• Review placement on Profile Scales • Define major problem(s) to be met at the present time, based on "what was," "what is," and "what should be."	• Teacher • Aide
t and tentative ogram	• Select current Focus, or immediate priorities • State immediate objectives--week, month, or quarter • Establish criteria in terms of child behavior to determine which methods and activities are "best suited." • Select activities and teaching procedures best suited to the child, the need, and the situation • State evaluation techniques based on objectives, activities, and methods to assess outcomes of the teaching-learning process	• Staff team, and other resource people, as needed

WHAT should be done	HOW should the WHAT be done
3.0 Develop organizational format(s) for writing plans, including 2.0, and organization of class for teaching	• Specify time blocks for the days' activities • Estimate times for each activity • List materials and equipment needed
Use as reference for feedback	
Media	
4.0 Provide staff with a variety of Media materials and techniques to aid in assessment and teaching	• Prepare baseline data and progress reports of the children on video tape • Develop learning wall software • Design and build training aids • Modify and/or repair existing training aids • Prepare AV media for children slides, pictures, movies, video-tapes, tape recordings • Prepare special toys and devices
E Materials, Equipment, Facilities	
Materials and Equipment	
1.0 Establish criteria for selecting the kinds and quantities of materials and equipment needed for conducting a broad educational program	• Derive criteria from the program to be implemented • Develop priority listing of all activities to be used based upon objectives to be met
2.0 Develop priority listing of criteria based upon activities which are essential, highly desirable, desirable if possible	• Determine all materials and equipment needed from list of activities • Decide cut-off points for activities, and/or materials and equipment for conducting activities

OPERATIONAL PROCESSES (cont'd)

done	HOW should the WHAT be done	WHO does the WHAT and HOW
izational format(s) lans, including nization of class	• Specify time blocks for the days' activities • Estimate times for each activity • List materials and equipment needed	• Teacher • Aide
nce for feedback		
a		
with a variety of s and techniques essment and teaching	• Prepare baseline data and progress reports of the children on video tape • Develop learning wall software • Design and build training aids • Modify and/or repair existing training aids • Prepare AV media for children slides, pictures, movies, video-tapes, tape recordings • Prepare special toys and devices	• Media Specialist • Staff and media specialist confer on types of media materials needed
nt, Facilities		
Equipment		
eria for selecting quantities of equipment needed a broad educational	• Derive criteria from the program to be implemented • Develop priority listing of all activities to be used based upon objectives to be met	• Total staff
ty listing of upon activities ntial, highly desir- e if possible	• Determine all materials and equipment needed from list of activities • Decide cut-off points for activities, and/or materials and equipment for conducting activities	• Total staff

OPERATIONAL PROCESSES (cont'd)

WHAT should be done	HOW should the WHAT be done
3.0 Inventory current materials and equipment, and/or that which is readily available	• Compare lists with current "on han and possible other sources within the administering agency
4.0 Obtain necessary and appropriate materials and equipment	• Reconcile materials and equipment obtained with budget consideration • Refer to priority listing by staff reconsider, if necessary
Facilities	
5.0 Project student enrollment	• Identify target population Current enrollment, plus estimat number of children to be qualifi
6.0 Determine program requirements 6.1 Goals and objectives to be met 6.2 Program of activities to be conducted 6.3 Staffing requirements for operating program	• Examine total program content • Determine staffing requirements ac ing to number of children to be se and activities to be conducted
7.0 Determine plant requirements 7.1 List requirements for a plant designed to house the children and staff, and to provide maximum program operation	• Identify and list space requiremen (rooms, areas, sizes) • Instructional activity rooms • Special design rooms and areas (Texture--wet room, Visual--dark room) • Diagnostic Center • Lunch areas for children • Staff Lounge and kitchen faciliti • Rest rooms--children, staff • Office space Professional staff, clerical • Media workshop • Lecture, demonstration room • Conference room • Observation and visitation space • Custodial equipment and storage

OPERATIONAL PROCESSES (cont'd)

uld be done	HOW should the WHAT be done	WHO does the WHAT and HOW
ry current materials and nt, and/or that which is available	• Compare lists with current "on hand" and possible other sources within the administering agency	• Administrator
necessary and appropriate s and equipment acilities	• Reconcile materials and equipment to be obtained with budget considerations. • Refer to priority listing by staff; reconsider, if necessary	• Administrator • Finance Officer • Division Director • Board of Education, as required
student enrollment	• Identify target population Current enrollment, plus estimated number of children to be qualified	• Administrator • Districts of Residence • Admission and Dismissal Committee
ne program requirements s and objectives to be ram of activities to be ucted fing requirements for ating program	• Examine total program content • Determine staffing requirements according to number of children to be served, and activities to be conducted	
e plant requirements requirements for a t designed to house the dren and staff, and to ide maximum prograr ation	• Identify and list space requirements (rooms, areas, sizes) • Instructional activity rooms • Special design rooms and areas (Texture—wet room, Visual—dark room) • Diagnostic Center • Lunch areas for children • Staff Lounge and kitchen facilities • Rest rooms—children, staff • Office space Professional staff, clerical • Media workshop • Lecture, demonstration room • Conference room • Observation and visitation space • Custodial equipment and storage	• Administrators school, district • Teachers

WHAT should be done	HOW should the WHAT be done
E Facilities (cont'd)	• List equipment requirements • Kinds and amount • Stationary, built-in; transportable--how? • Media workshop • Storage--size,design • Electrical outlets • Water supply • Determine floor and grounds requirements • Units: related work spaces (offices, activity rooms, diagnostic center, etc.) • Play areas; indoors, outdoors (size, location of equipment) • Traffic patterns: indoors, outdoors and in relation to stairs and ramps • Safety • Determine building requirements • Lighting • Heating • Air conditioning • Acoustics • Window, door locations • Stair, ramp locations • Electrical outlets • Drinking fountains
7.2 List requirements for a plant which is easily accessible and provides a pleasing and cheerful environmental setting	Interior design Colors, textures, etc. Furnishings--floor covering, drapes, walls, etc. Exterior design Entrance to school Exterior finish--wood, stucco, etc. Parking Landscaping

OPERATIONAL PROCESSES (cont'd)

be done	HOW should the WHAT be done	WHO does the WHAT and HOW
t'd)	• List equipment requirements • Kinds and amount • Stationary, built-in; transportable--how? • Media workshop • Storage--size,design • Electrical outlets • Water supply • Determine floor and grounds requirements • Units: related work spaces (offices, activity rooms, diagnostic center, etc.) • Play areas; indoors, outdoors (size, location of equipment) • Traffic patterns: indoors, outdoors and in relation to stairs and ramps • Safety • Determine building requirements • Lighting • Heating • Air conditioning • Acoustics • Window, door locations • Stair, ramp locations • Electrical outlets • Drinking fountains	• Administrator with help of staff • District or County personnel • Special consultants • State personnel • Architect for new building • Architect
quirements for which is easily ble and provides ing and cheerful mental setting	Interior design Colors, textures, etc. Furnishings--floor covering, drapes, walls, etc. Exterior design Entrance to school Exterior finish--wood, stucco, etc. Parking Landscaping	• Staff may have suggestions regarding color, textures, etc., based upon knowledge of students to be in the program

OPERATIONAL PROCESSES (cont'd

WHAT should be done	HOW should the WHAT be done
8.0 Negotiate for construction, or leasing of plant	• Secure bids for construction or • Investigate lease • Reconcile cost with available f or • Establish criteria for altern • Identify advantages and dis advantages for selection or rejection • Produce amended plan for bu or leasing
9.0 Obtain approval--State, and County or district	• Accept bid or lease
IF Organization and Administration	• Review reports of children to b served
1.0 Obtain personnel	• Determine legal, and program qu fications of personnel needed t form specific jobs in the progr • Teachers • Instructional Aides • Medical Personnel
1.1 Identify jobs to be performed	• Establish, or find out district county procedures for interview and recommending persons for em ment
1.2 Determine areas of strengths for special assignments of teachers	• Review educational backgrounds a experiences of teaching personn
2.0 Establish management procedures	• Set time schedule to best serve and program, and to meet legal r quirements
2.1 Organize the school day	• Arrange for transportation • Make class assignments for • Children • Assessment Teacher • Teachers • Instructional Aides

OPERATIONAL PROCESSES (cont'd)

hould be done	HOW should the WHAT be done	WHO does the WHAT and HOW
iate for construction, asing of plant	• Secure bids for construction or • Investigate lease • Reconcile cost with available finances, or • Establish criteria for alternatives • Identify advantages and disadvantages for selection or rejection • Produce amended plan for building or leasing	• Business office • Architect
n approval--State, and y or district	• Accept bid or lease	• Business office • Board Approval
n and Administration n personnel entify jobs to be rformed	• Review reports of children to be served • Determine legal, and program qualifications of personnel needed to perform specific jobs in the program • Teachers • Instructional Aides • Medical Personnel • Establish, or find out district or county procedures for interviewing and recommending persons for employment	• Site Administrator recommends • Special Education Administrator and/or district or county personnel office determines eligibility • Site Administrator makes final selection
termine areas of strengths r special assignments of achers	• Review educational backgrounds and experiences of teaching personnel	• Administrator
ish management procedures ganize the school day	• Set time schedule to best serve child and program, and to meet legal requirements • Arrange for transportation • Make class assignments for • Children • Assessment Teacher • Teachers • Instructional Aides	• Administrator • District or county representative, where necessary (e.g., transportation)

OPERATIONAL PROCESSES (cont'd)

WHAT should be done	HOW should the WHAT be done	
	• Set time schedules for medical and support personnel	
2.2 Develop policies for operation	• Devise communication system to insure free-flow of information	• Ad
	• Determine reporting procedures	• Or
	• To district, county, state according to established regulations	
	• Develop systematic method(s) of classifying and reporting information about the child from teacher and other personnel	• To
	• Develop evaluation procedures	• T
	• Child growth and learning	
	• Personnel performance	
	• Program operation	
	• Establish budget and finance procedures	
	• Identify budget needs based on program requirements	
	• Obtain standard budget forms	• A g c
	• Submit budget request according to category	
	• Receive notice of funds allocated for each category	• B
	• Keep informed of running expenditures, and balances in each category	
	• Submit purchase requisitions	
	• Plan receiving and distributing procedures	• A • C
	• Handling receipt of orders	• T
	• Distributing supplies, materials, equipment	
	• Develop plant operations, procedures	• A
	• Custodial Services	
	• Safety controls	

OPERATIONAL PROCESSES (cont'd)

HOW should the WHAT be done	WHO does the WHAT and HOW
• Set time schedules for medical and support personnel	
• Devise communication system to insure free-flow of information	• Administrator with staff
• Determine reporting procedures • To district, county, state according to established regulations	• Organization representatives
• Develop systematic method(s) of classifying and reporting information about the child from teacher and other personnel	• Total Staff
• Develop evaluation procedures • Child growth and learning • Personnel performance • Program operation	• Total Staff
• Establish budget and finance procedures • Identify budget needs based on program requirements	
• Obtain standard budget forms • Submit budget request according to category	• Administrator--follows guidelines established by county or district
• Receive notice of funds allocated for each category • Keep informed of running expenditures, and balances in each category • Submit purchase requisitions	• Business officer
• Plan receiving and distributing procedures • Handling receipt of orders • Distributing supplies, materials, equipment	• Administrator • Clerical staff • Teachers, where involved
• Develop plant operations, procedures • Custodial Services • Safety controls	• Administrator

WHAT should be done	HOW should the WHAT be done	
3.0 Define administrator responsibilities as the Educational Leader		
3.1 State policies for interaction with staff members	• List ways in which the Administrator can serve as a resource person for the staff. (E.g., study thoroughly the entire program, and delineate the ramifications and implications) • State policies of decision-making, including who can be involved in what areas • Outline procedures for helping staff members to clarify and define their roles • Schedule time to be available to staff members, when needed	• A

OPERATIONAL PROCESSES (cont'd)

e done	HOW should the WHAT be done	WHO does the WHAT and HOW
respon- ucational		
or inter- f members	• List ways in which the Administrator can serve as a resource person for the staff. (E.g., study thoroughly the entire program, and delineate the ramifications and implications) • State policies of decision-making, including who can be involved in what areas • Outline procedures for helping staff members to clarify and define their roles • Schedule time to be available to staff members, when needed	• Administrator

OPERATIONAL PROCESS

WHAT should be done	HOW should the WH
3.2 Define role in promoting professional growth of staff members	• Plan and permit speci for teachers in recog strength • Provide staff members acquired from state, or other sources whic lated to the program • Plan inservice prepar or two-day program) • Identify needs of t teachers, aides, pe • State performance o • Select content, mat needed • Determine methods/m the program • Conduct program • Evaluate program • Determine product on performance ob participant learn • Determine process program organizat (See following page procedures) • Plan on-going session
3.3 Define role in serving as liaison between the program and other related persons and groups	• Develop means of info county, district and c groups of what is hap program

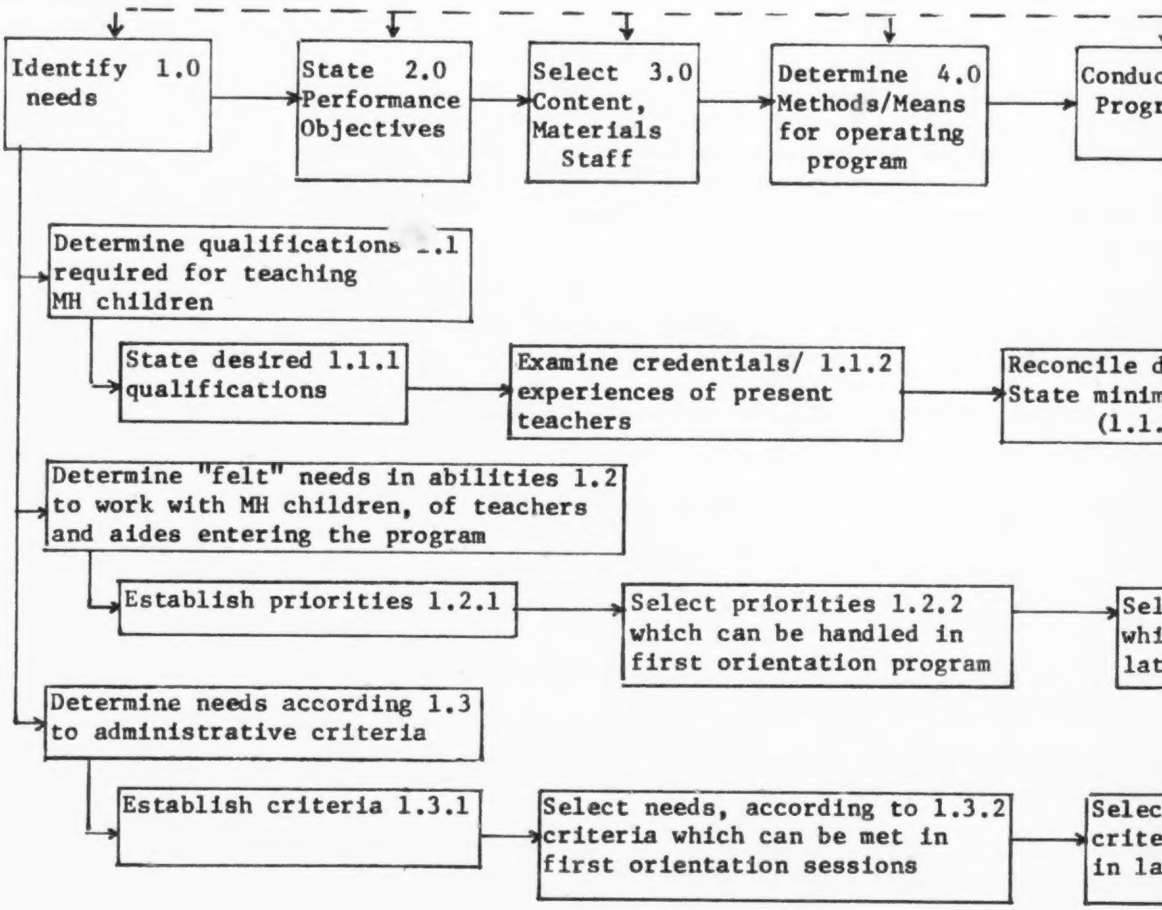
OPERATIONAL PROCESSES (cont'd)

ould be done	HOW should the WHAT be done	WHO does the WHAT and HC
ine role in promoting ofessional growth of aff members	• Plan and permit special assignments for teachers in recognized areas of strength	
	• Provide staff members with information acquired from state, county, district or other sources which has value related to the program	• Administrator
	• Plan inservice preparation (initial one or two-day program) • Identify needs of target population--teachers, aides, perhaps parents • State performance objectives • Select content, materials and staff needed • Determine methods/means for operating the program • Conduct program • Evaluate program • Determine product evaluation, based on performance objectives, for participant learning • Determine process evaluation for program organization effectiveness (See following pages for example of procedures)	• Total staff
	• Plan on-going sessions for follow-up	
ine role in serving liaison between the gram and other related sons and groups	• Develop means of informing state, county, district and other interested groups of what is happening in the program	• Administrator • Total Staff takes part in dissemination activities

MISSION OBJECTIVE:

By June 30, 1971, the East San Gabriel Valley School for Multi-Handicapped C
consultant will design a program of inservice orientation and preparation fo
and will put the program into operation for the ESGVS teaching staff during
September, 1971.

MISSION PROFILE:

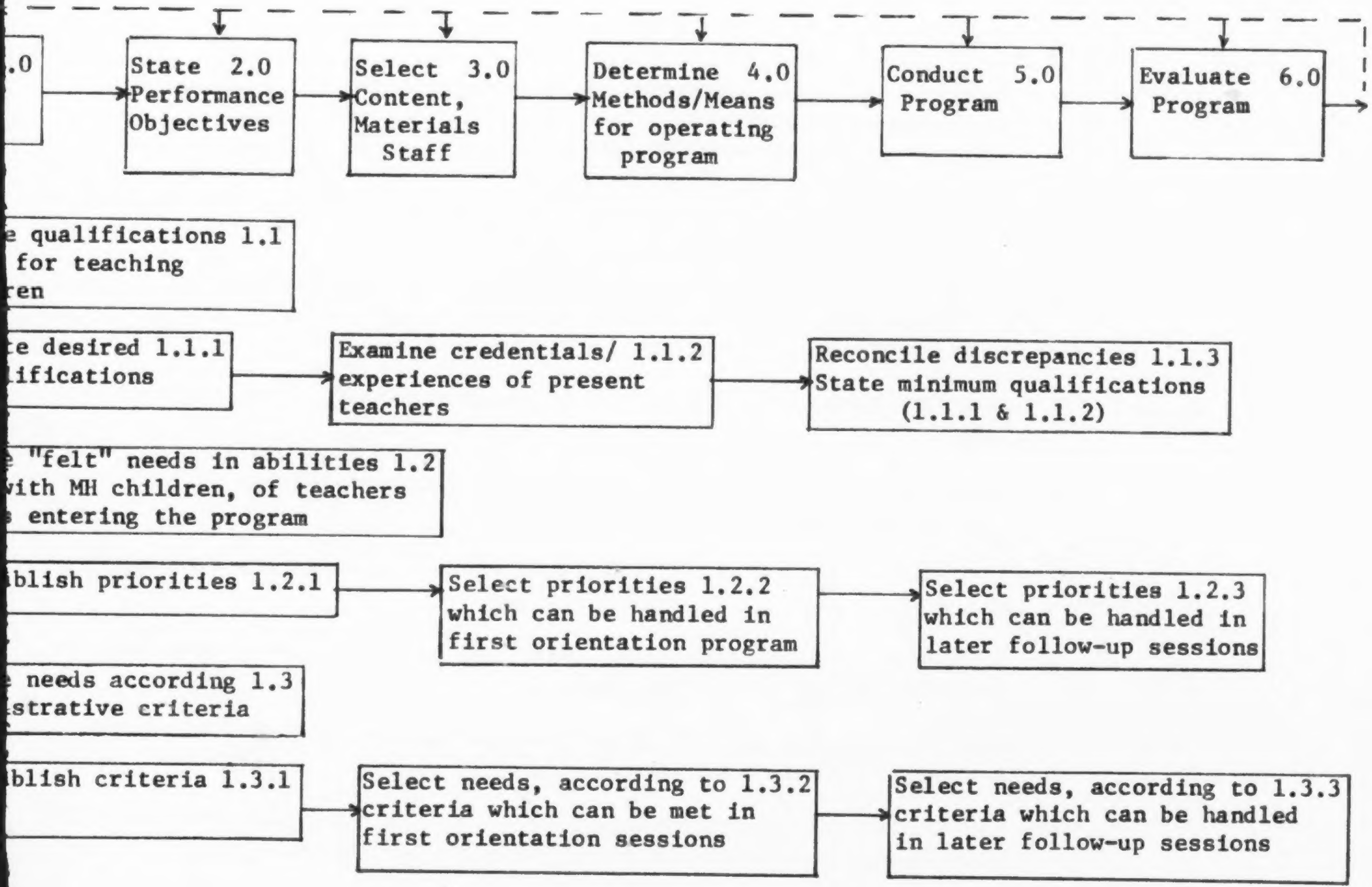


Identify 1.0 needs
State 2.0 Performance Objectives
Select 3.0 Content, Materials Staff
Determine 4.0 Methods/Means for operating program
Conduc
Progr
Determine qualifications 1.1 required for teaching MH children
State desired 1.1.1 qualifications
Examine credentials/ 1.1.2 experiences of present teachers
Reconcile d
State minim
(1.1.
Determine "felt" needs in abilities 1.2 to work with MH children, of teachers and aides entering the program
Establish priorities 1.2.1
Select priorities 1.2.2 which can be handled in first orientation program
Sel
whi
lat
Determine needs according 1.3 to administrative criteria
Establish criteria 1.3.1
Select needs, according to 1.3.2 criteria which can be met in first orientation sessions
Selec
crite
in la

IVE:

30, 1971, the East San Gabriel Valley School for Multi-Handicapped Children staff and planning nt will design a program of inservice orientation and preparation for teachers and paid aides, put the program into operation for the ESGVS teaching staff during the first two weeks of r, 1971.

E:


.0
State 2.0 Performance Objectives
Select 3.0 Content, Materials Staff
Determine 4.0 Methods/Means for operating program
Conduct 5.0 Program
Evaluate 6.0 Program
e qualifications 1.1 for teaching ren
e desired 1.1.1 ifications
Examine credentials/ 1.1.2 experiences of present teachers
Reconcile discrepancies 1.1.3 State minimum qualifications (1.1.1 & 1.1.2)
"felt" needs in abilities 1.2 with MH children, of teachers entering the program
blish priorities 1.2.1
Select priorities 1.2.2 which can be handled in first orientation program
Select priorities 1.2.3 which can be handled in later follow-up sessions
e needs according 1.3 strative criteria
blish criteria 1.3.1
Select needs, according to 1.3.2 criteria which can be met in first orientation sessions
Select needs, according to 1.3.3 criteria which can be handled in later follow-up sessions

1.0 IDENTIFICATION OF NEEDS

Performance Requirements

1. Teachers currently staffing the East San Gabriel Valley School for Multi-Handicapped Children will be polled (1) to determine their academic preparation and experiences at the time of joining the teaching staff; and (2) to identify "felt" needs for assistance in stating their teaching assignments. Combined listings will be made for both (1) and (2).

2. The administrator will establish criteria for knowledges, skills and attitudes that teachers should possess in order to meet the educational and developmental needs of the MH children.

3. Outside sources will be contacted for a statement of MH teacher needs.

4. Based upon #1-3, a list of preparation requirements for MH teachers will be developed.

5. A priority of #4 statements will be made according to pre-established criteria.

6. Selection of high priorities for beginning the teaching year will be made and stated in written form.

7. Other priorities will be placed upon a time schedule for follow-up and supportive services.

8. Based upon #1-7 a list of needs to be met in the beginning inservice orientation and inservice preparation will be made.

TEACHER INSERVICE PREPARATION

NEED (WHAT IS)	WHAT SHOULD BE
QUALIFICATIONS (PR*1.1) 1-Orthopedically handicapped 1-Deaf 1-Deaf-Blind 1-Visually handicapped 1-Pupil Personnel/Psychology 1-Nursing	M.H. credential - Deaf-Blind Dual credential or one with a second experience
EXPERIENCES Aide: 2 yrs. in deaf-blind program Teacher: varied experiences Aide: 1 yr. for blind Teacher: 2 yrs. itinerate teacher, blind Teacher: Music for exceptional children, Middle grades Nursing: and work with OH, polio, CP Teaching: Junior high school exceptional children Teaching: Kindergarten-Primary; OH, EH; Counseling Teaching: Elementary reading for the emotionally disturbed; EH Testing: Exceptional children	Should have varied experience among teachers on team
KNOWLEDGE:SKILLS (PR 1.2) Had insufficient information— about normal child development about exceptional children Need immediate information on— the levels of children in the program a child's limitations how to interpret medical terms on a child's records how to prescribe a program for each child how to select activities how to work with parents Need assistance in teaching methods for deaf-blind children, and other specific handicaps Need instruction on care and use of appliances, hearing aids, orthopedic supports, etc. Should have more learning theory in Motor development Language development and communication	(PR 2, 4) Understanding— philosophy of open and hon teacher attitudes administrative organizatio procedures adm. operational procedure Knowing-- purpose of new teacher wor with an experienced teach before taking own group what and how to observe data keeping and recording procedures how to utilize and supervi aides, parents and volunt in working with children how to utilize community a national resources Learning the applications and exceptions in-- theory of motor development theory of language and communication Developing abilities to select most appropriate and useful theories and methods.

* Performance Requirement

ICE PREPARATION

NEED (WHAT IS)	WHAT SHOULD BE	PROBLEM
ICATIONS (PR*1.1) rthopedically handicapped eaf eaf-Blind isually handicapped upil Personnel/Psychology ursing	M.H. credential - Deaf-Blind Dual credential or one with a second experience	To find means of developing teachers and abilities to work effectively in fields not covered by present credentials.
ENCES e: 2 yrs. in deaf-blind program cher: varied experiences e: 1 yr. for blind cher: 2 yrs. itinerate teacher, blind cher: Music for exceptional children, Middle grades sing: and work with OH, polio, CP ching: Junior high school exceptional children ching: Kindergarten-Primary; OH, EH; Counseling ching: Elementary reading for the emotionally disturbed; EH ing: Exceptional children	Should have varied experiences among teachers on team	To develop ways of making teacher experiences available to other teachers through effective demonstration, and communication.
DGE:SKILLS (PR 1.2) insufficient information-- bout normal child development bout exceptional children immediate information on-- he levels of children in the program child's limitations ow to interpret medical terms on a child's records ow to prescribe a program for each child ow to select activities ow to work with parents assistance in teaching methods for deaf-blind hildren, and other specific handicaps instruction on care and use of appliances, earing aids, orthopedic supports, etc. d have more learning theory in Motor development Language development and communication rement	(PR 2, 4) Understanding-- philosophy of open and honest teacher attitudes administrative organizational procedures adm. operational procedures Knowing-- purpose of new teacher working with an experienced teacher before taking own group what and how to observe data keeping and recording procedures how to utilize and supervise aides, parents and volunteers in working with children how to utilize community and national resources Learning the applications and exceptions in-- theory of motor development theory of language and communication Developing abilities to select the most appropriate and useful theories and methods.	To organize beginning and continuing inservice, orientation and preparation, which will enable teachers to develop knowledge and skills specifically related to the teaching of MH children.

Definition of Component Segments:

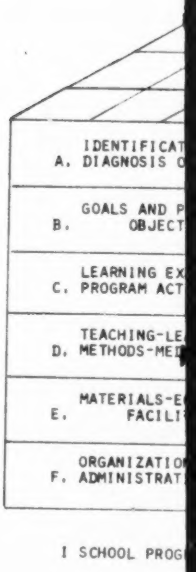
Administrators: Administrative persons in special education at each level--
- the principal or coordinator of the program
- the district coordinator or assistant superintendent
- the county director, division of special education

Teachers: Credentialed teachers on the program site

Aides: Instructional aides, volunteer aides, including high school students at the program site

Staff specialists: Two groups, previously identified--
- Medical personnel--physicians serving periodically on a contracted basis
- Support personnel--school nurse, physical therapist, psychologist, audiologist, speech therapist, and media technician

Consultants: Professional persons contracted for on a day-to-day basis for services to the program such as planning or inservice preparation.



References have been made in PART I to the needs, role and function program. The section on the Diagnostic Classroom outlines the procedures u teacher; that on Organization and Administration points up the role of the teachers. Most specific are the sections dealing with the roles of personn Staff Specialists.

In this section of model development, the purpose is to show how the block model can be used to identify specific areas for analysis of personne the school program. The possibilities for analysis range from that of sele to that of using a single cell of the model.

COMPONENT II--PERSONNEL

egments:

rative persons in special
--
dinator of the program
tor or assistant superintendent
division of special education

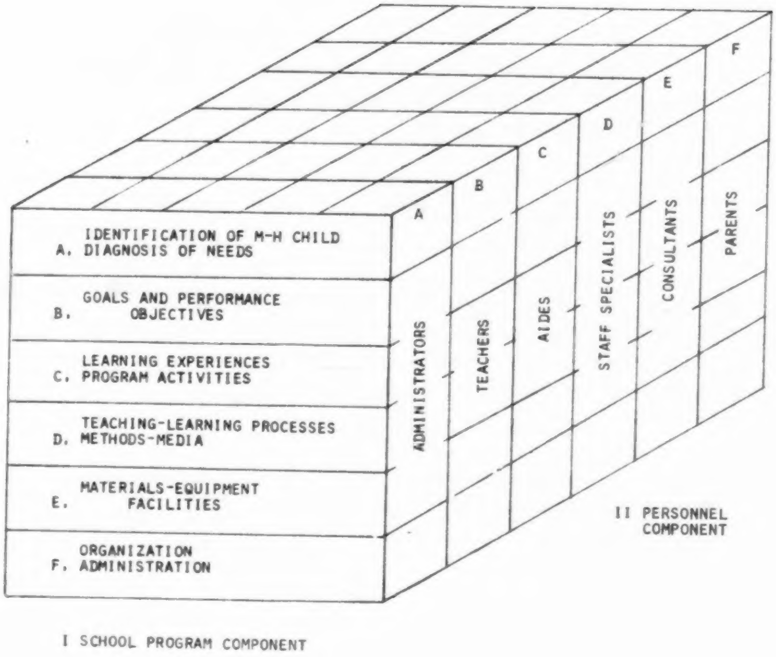
eachers on the program site

es, volunteer aides, including
the program site

roups, previously identified--
ysicians serving periodically

hool nurse, physical therapist,
gist, speech therapist, and

persons contracted for on a
rvices to the program such as
reparation.

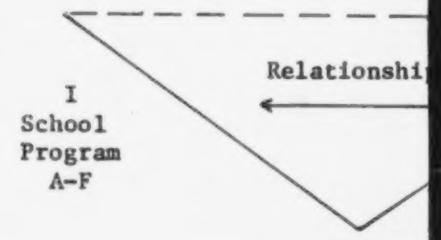

A. IDENTIFICATION OF M-H CHILD DIAGNOSIS OF NEEDS
B. GOALS AND PERFORMANCE OBJECTIVES
C. LEARNING EXPERIENCES PROGRAM ACTIVITIES
D. TEACHING-LEARNING PROCESSES METHODS-MEDIA
E. MATERIALS-EQUIPMENT FACILITIES
F. ORGANIZATION ADMINISTRATION
A ADMINISTRATORS
B TEACHERS
C AIDES
D STAFF SPECIALISTS
E CONSULTANTS
F PARENTS
II PERSONNEL COMPONENT
I SCHOOL PROGRAM COMPONENT

en made in PART I to the needs, role and function of personnel in the school
the Diagnostic Classroom outlines the procedures used by the assessment
tion and Administration points up the role of the administrator as well as
are the sections dealing with the roles of personnel--TAP, Administrator, and

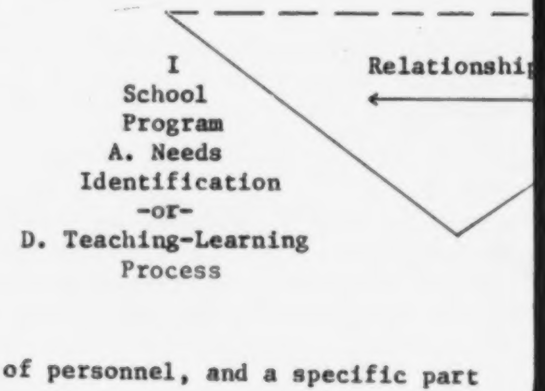
model development, the purpose is to show how the second component in the
identify specific areas for analysis of personnel functions in relation to
possibilities for analysis range from that of selecting broad areas for study
cell of the model.

For example, all segments in Component I, the School Program, and all in Compon
Personnel, could be taken together for a broad study of the relationship of all person
to the total program.

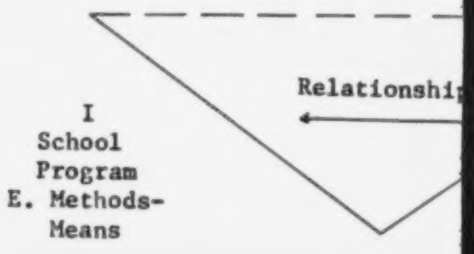
A single block on one face could be analyzed for its relationship to the entire face of the other component. The administrator's role could be studied in relation to the total program. This has already been indicated to some degree in the WHO columns in the preceding section.



Using the reverse tactic, all personnel could be analyzed for their roles in Ne
Identification (I-A), or in the Teaching-Learning Process (I-D).

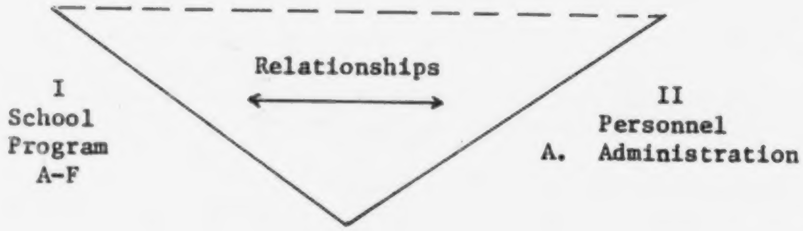


Analysis can be carried to a specific type of personnel, and a specific part of the program.

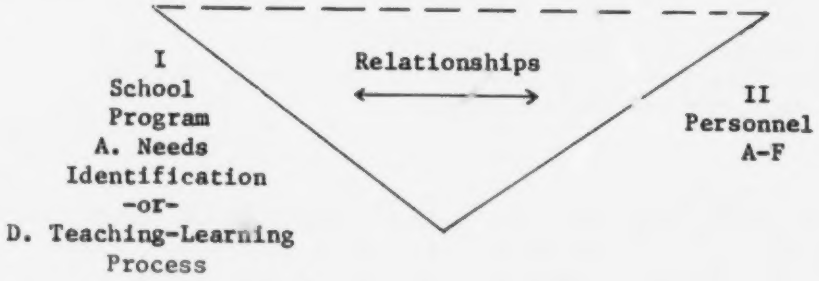


ll segments in Component I, the School Program, and all in Component II, aken together for a broad study of the relationship of all personnel

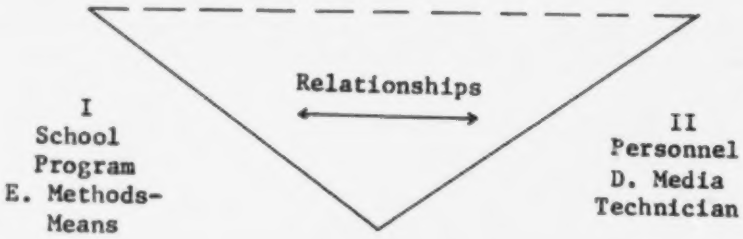
on one face could be tionship to the entire ponent. The adminis- e studied in relation This has already e degree in the WHO ng section.



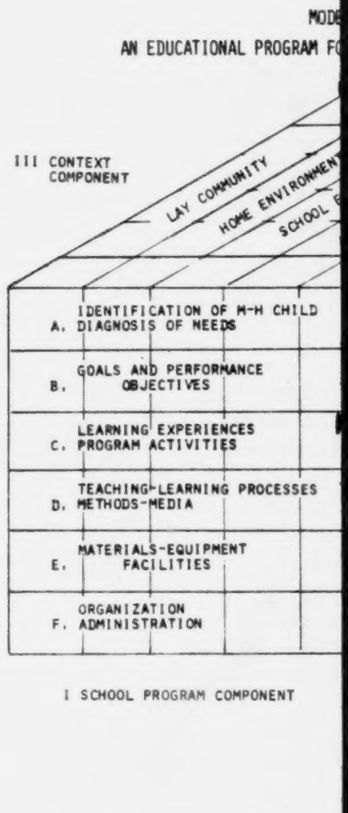
se tactic, all personnel could be analyzed for their roles in Needs or in the Teaching- .



carried to a specific type of personnel, and a specific part



COMPONENT III--CONTEXT


MODE
AN EDUCATIONAL PROGRAM FO
III CONTEXT COMPONENT
LAY COMMUNITY
HOME ENVIRONMENT
SCHOOL E
A. IDENTIFICATION OF M-H CHILD DIAGNOSIS OF NEEDS
B. GOALS AND PERFORMANCE OBJECTIVES
C. LEARNING EXPERIENCES PROGRAM ACTIVITIES
D. TEACHING-LEARNING PROCESSES METHODS-MEDIA
E. MATERIALS-EQUIPMENT FACILITIES
F. ORGANIZATION ADMINISTRATION
I SCHOOL PROGRAM COMPONENT

Definition of Component Segments:

Lay Community: Community at large, business and philanthropic organizations, such as Kiwanis and Rotary Clubs, P.T.A.'s, and government services such as the Police and Fire Departments.

Home Environment: The family, and home living situation

School Environment: All personnel and children in the school learning situation

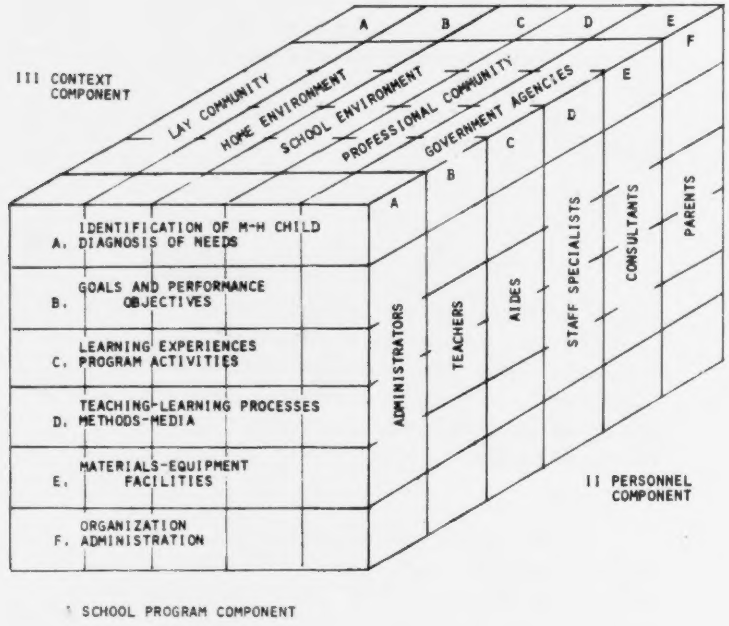
Professional Community: Colleges and Universities, Medical groups, Social Agencies

Government Agencies: School district and County Boards of Education, the State Department of Education, and Regional and National Offices of the Department of Health, Education and Welfare

The context component adds the third dimension to the block model, and thus g
possibilities for analysis, for now any one or more segments of Component I, can be
relationships with any one or more segments of Component II, and any one or more co
Component III.

COMPONENT III--CONTEXT

MODEL DESIGN
AN EDUCATIONAL PROGRAM FOR MULTI-HANDICAPPED CHILDREN


III CONTEXT COMPONENT
A
B
C
D
E
F
LAY COMMUNITY
HOME ENVIRONMENT
SCHOOL ENVIRONMENT
PROFESSIONAL COMMUNITY
GOVERNMENT AGENCIES
A. IDENTIFICATION OF M-H CHILD DIAGNOSIS OF NEEDS
B. GOALS AND PERFORMANCE OBJECTIVES
C. LEARNING EXPERIENCES PROGRAM ACTIVITIES
D. TEACHING-LEARNING PROCESSES METHODS-MEDIA
E. MATERIALS-EQUIPMENT FACILITIES
F. ORGANIZATION ADMINISTRATION
ADMINISTRATORS
TEACHERS
AIDES
STAFF SPECIALISTS
CONSULTANTS
PARENTS
II PERSONNEL COMPONENT
I SCHOOL PROGRAM COMPONENT

of Component Segments:

Community at large, business
opic organizations, such as
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t: The family, and home
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ent: All personnel and
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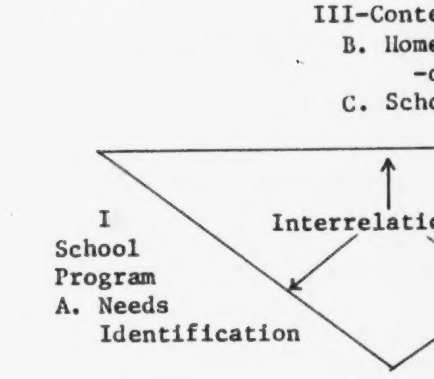
mmunity: Colleges and
Medical groups, Social

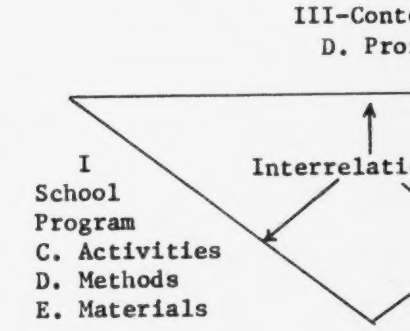
cies: School district and
of Education, the State
Education, and Regional
Offices of the Department
ucation and Welfare

mponent adds the third dimension to the block model, and thus greatly increases the
alysis, for now any one or more segments of Component I, can be analyzed for inter-
ny one or more segments of Component II, and any one or more context segments in

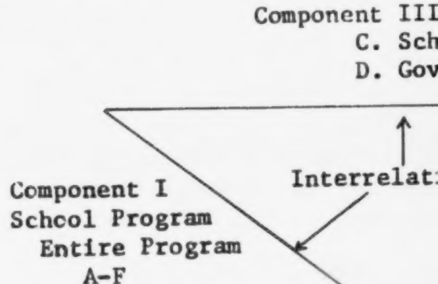
Thus, the Identification of needs can be discussed with the parents in relation to the Home Environment, or with the physicians in relation to the School Environment.



Consultants visiting the program may contribute research findings from the Professional Community to the program in the areas of Activities, Methods, and Materials.



Two examples of analysis procedures are illustrated in the following pages. The first uses the same format as that used in describing Component I of this model. The Lay Community is taken as the central focus. The items listed, with some examples, suggest ways of combining the forces of school personnel, parents, and community groups to inform the Lay Community about the purposes and program of the school which often results in benefits to the school program.



The second example, is a partial system analysis of the High Schoo The Flow-Block Diagram illustrates the interrelationships of segments of t the model.

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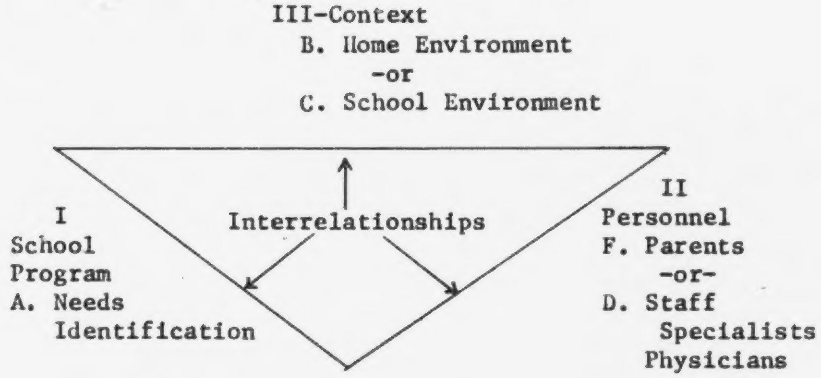
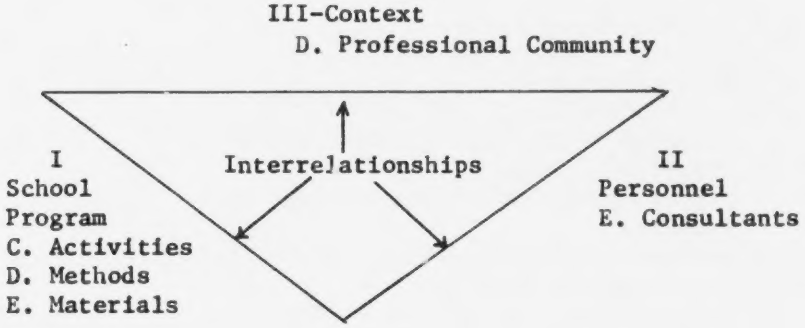
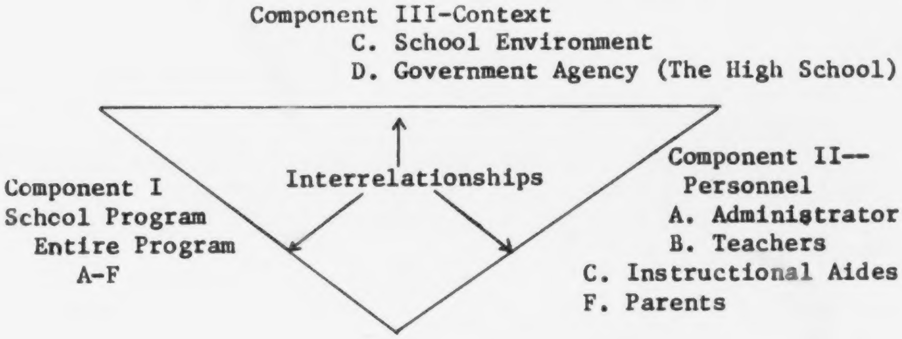






xample, is a partial system analysis of the High School Student Aide Program.
ram illustrates the interrelationships of segments of the three components in

	CONTEXT
WHAT should be done	HOW should the WHAT be done
III-A Lay Community	
1.0 Inform citizens about: Multi-handicapped children Eligibility requirements for placement Availability of schools and programs Procedures for application	• Prepare materials to be distributed by school districts • Send articles to newspapers • Contact social agencies
2.0 Respond to requests for talks to community groups--Kiwanis, philanthropic groups, etc.	• Talk to community groups • Develop audio visual materials for use in presentations
3.0 Notify groups of school and program needs Materials, equipment demonstrations places to visit	• Talk to P.T.A. groups--regular and special schools • Ask for parent volunteers • Contact local business, philanthropic and governmental agency groups

CONTEXT

	HOW should the WHAT be done	WHO does the WHAT and HOW
about: ed children uirements for schools and application	• Prepare materials to be distributed by school districts • Send articles to newspapers • Contact social agencies	. Administrator(s) . Teachers
ests for ity groups-- thropic	• Talk to community groups • Develop audio visual materials for use in presentations	• Administrator(s) • Teachers • Aides • Parents

school and
ment
	• Talk to P.T.A. groups--regular and special schools
	• Ask for parent volunteers
	• Contact local business, philanthropic and governmental agency groups
		• Administrator(s)
		• Teachers
		• Aides
		• Parents
		• Equipment Donations
		  • Mattel Toy Company
		  • Creative Play
		• Cash Donations, Purchases, and Construction of materials and supplies
		  • Philanthropic groups
		    Epsilon Sigma, Alpha Phi Chapter-gave $150
		    Purchased: zippers, ties, towels, hot plate, instructional materials
		    Made: beds, pillows, puppets, weighted sox for P.T.
		  . Parents group
		    Fund raising activities
		    Made supplies
		  . Demonstration and visitation
		    Police Department
		    Fire Department
		    Dairy

CONTEXT (cont'd)

	WHAT should be done	HOW should the WHAT be done	WHO d
4.0	Obtain additional information regarding individual and program needs	• Elicit information that members of the community have identified	• Tot • Par
5.0	Seek comments from students and professionals in local higher institutions regarding lay community's and school interrelationships	• Ask students and professionals who visit and/or volunteer services at the school	• Tot

CONTEXT (cont'd)

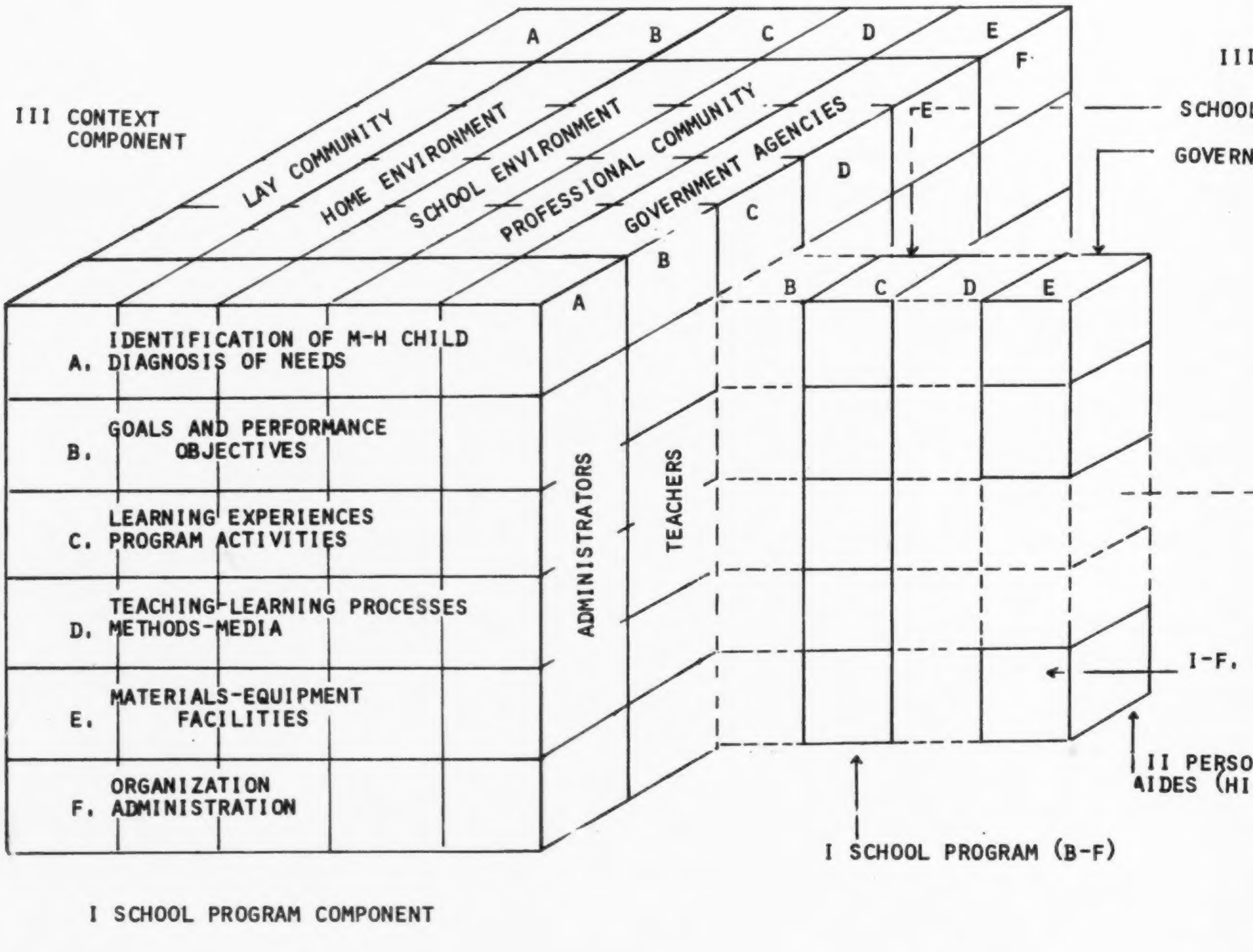
d be done	HOW should the WHAT be done	WHO does the WHAT and HOW
ional information dividual and s	• Elicit information that members of the community have identified	• Total staff, and • Parents
s from students onals in local tutions regard- unity's and school nships	• Ask students and professionals who visit and/or volunteer services at the school	• Total staff

COMPONENT SEGMENTS IN MODEL USED FOR DEVELOPING PLAN F

HIG

MODEL DESIGN

AN EDUCATIONAL PROGRAM FOR MULTI-HANDICAPPED CHILDREN

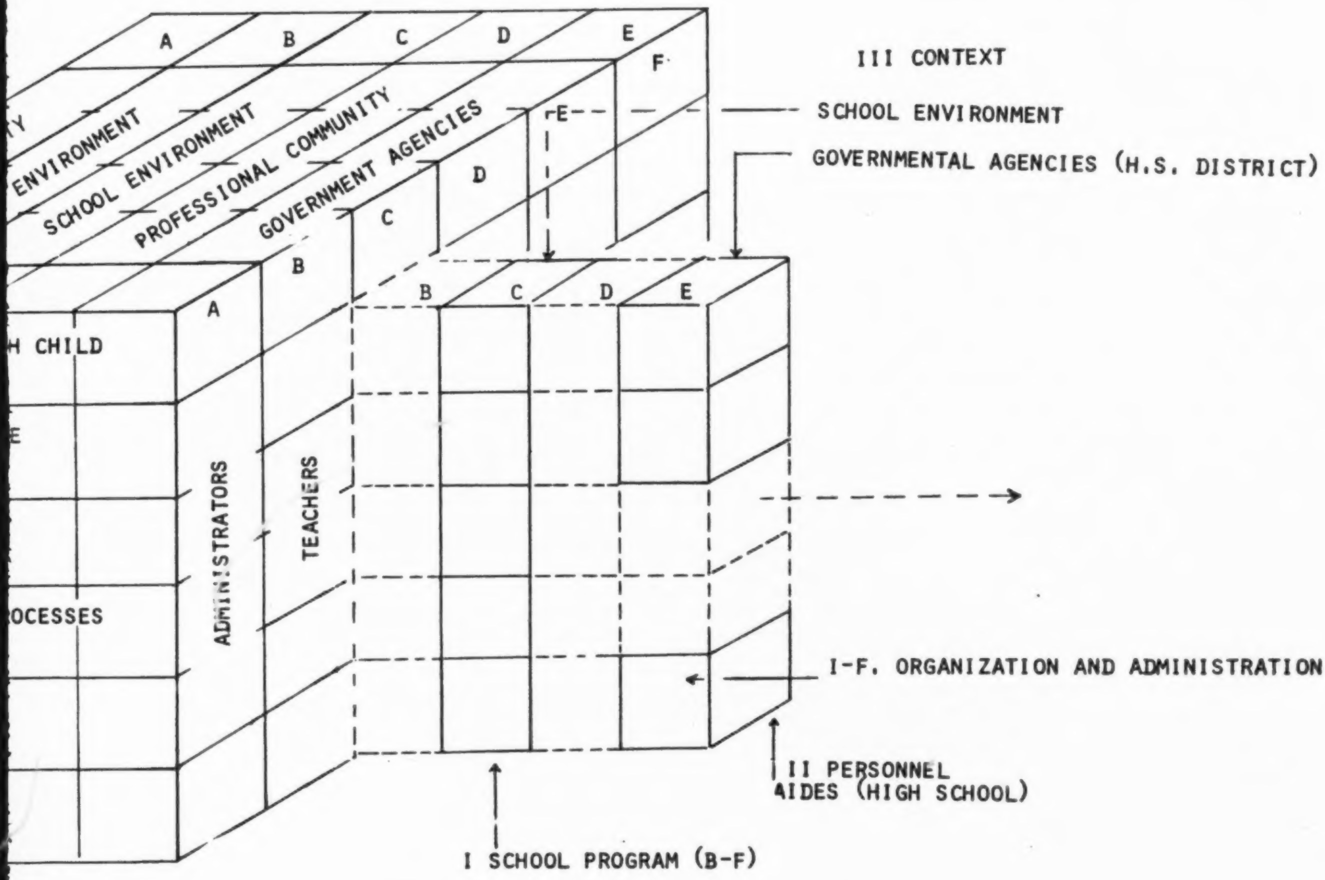

III CONTEXT COMPONENT
LAY COMMUNITY
HOME ENVIRONMENT
SCHOOL ENVIRONMENT
PROFESSIONAL COMMUNITY
GOVERNMENT AGENCIES
A
B
C
D
E
F
III
SCHOOL
GOVERN
A. IDENTIFICATION OF M-H CHILD DIAGNOSIS OF NEEDS
B. GOALS AND PERFORMANCE OBJECTIVES
C. LEARNING EXPERIENCES PROGRAM ACTIVITIES
D. TEACHING-LEARNING PROCESSES METHODS-MEDIA
E. MATERIALS-EQUIPMENT FACILITIES
F. ORGANIZATION ADMINISTRATION
ADMINISTRATORS
TEACHERS
I-F.
II PERSO
AIDES (HI
I SCHOOL PROGRAM (B-F)
I SCHOOL PROGRAM COMPONENT

COMPONENT SEGMENTS IN MODEL USED FOR DEVELOPING PLAN FOR

HIGH SCHOOL AIDE PROGRAM

MODEL DESIGN

PROGRAM FOR MULTI-HANDICAPPED CHILDREN



ONENT

MODEL

OBJECTIVE: To develop a sys
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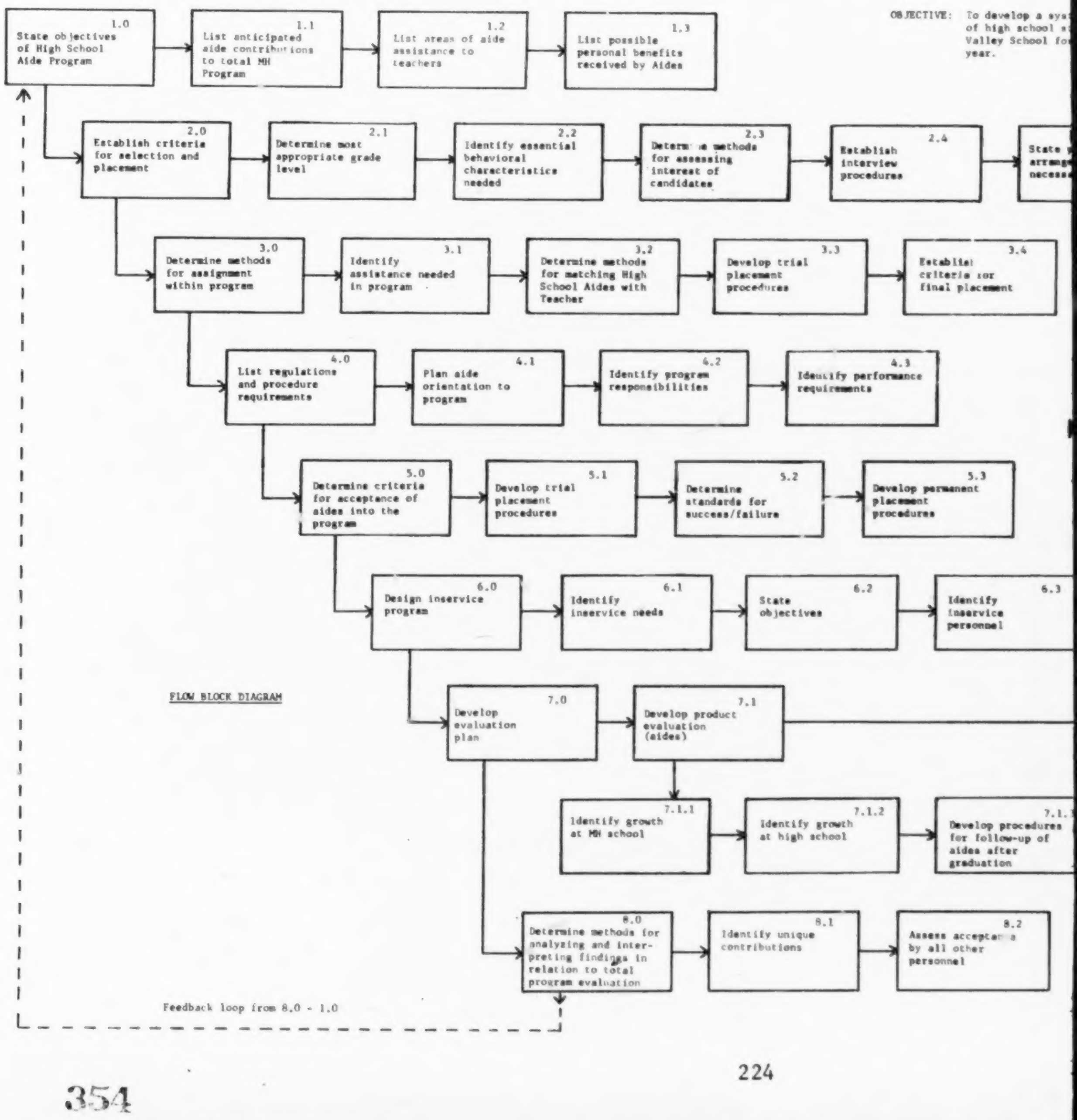
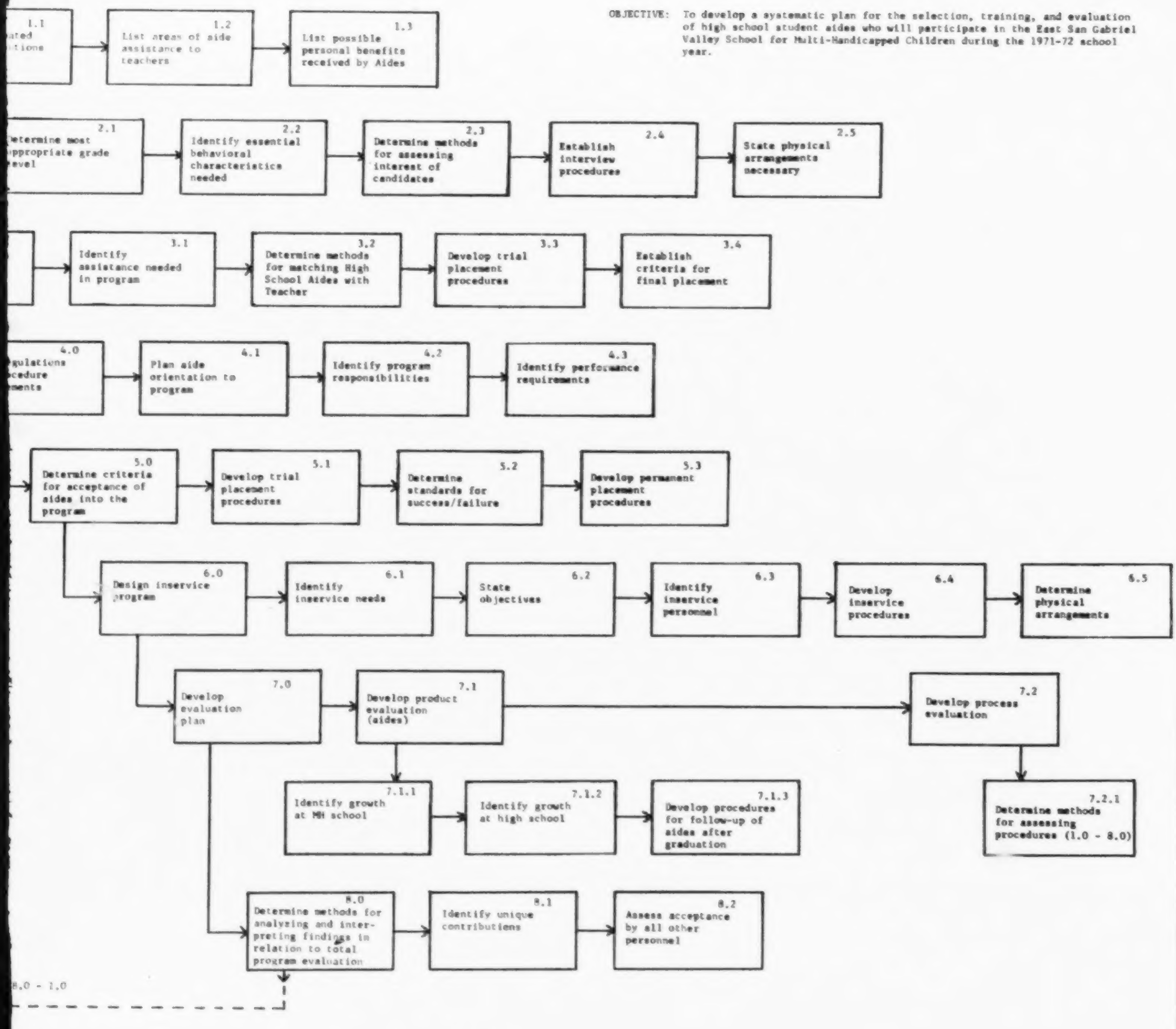

1.0 State objectives of High School Aide Program
1.1 List anticipated aide contributions to total MH Program
1.2 List areas of aide assistance to teachers
1.3 List possible personal benefits received by Aides
2.0 Establish criteria for selection and placement
2.1 Determine most appropriate grade level
2.2 Identify essential behavioral characteristics needed
2.3 Determine methods for assessing interest of candidates
2.4 Establish interview procedures
State
arrange
necess
3.0 Determine methods for assignment within program
3.1 Identify assistance needed in program
3.2 Determine methods for matching High School Aides with Teacher
3.3 Develop trial placement procedures
3.4 Establish criteria for final placement
4.0 List regulations and procedure requirements
4.1 Plan aide orientation to program
4.2 Identify program responsibilities
4.3 Identify performance requirements
5.0 Determine criteria for acceptance of aides into the program
5.1 Develop trial placement procedures
5.2 Determine standards for success/failure
5.3 Develop permanent placement procedures
6.0 Design inservice program
6.1 Identify inservice needs
6.2 State objectives
6.3 Identify inservice personnel
FLOW BLOCK DIAGRAM
7.0 Develop evaluation plan
7.1 Develop product evaluation (aides)
7.1.1 Identify growth at MH school
7.1.2 Identify growth at high school
7.1. Develop procedures for follow-up of aides after graduation
8.0 Determine methods for analyzing and interpreting findings in relation to total program evaluation
8.1 Identify unique contributions
8.2 Assess acceptance by all other personnel
Feedback loop from 8.0 - 1.0

MODEL DESIGN FOR STUDENT AIDE PROGRAM

OBJECTIVE: To develop a systematic plan for the selection, training, and evaluation of high school student aides who will participate in the East San Gabriel Valley School for Multi-Handicapped Children during the 1971-72 school year.


1.1
ated
tions
1.2 List areas of aide assistance to teachers
1.3 List possible personal benefits received by Aides
2.1
etermine most
ppropriate grade
evel
2.2 Identify essential behavioral characteristics needed
2.3 Determine methods for assessing interest of candidates
2.4 Establish interview procedures
2.5 State physical arrangements necessary
3.1 Identify assistance needed in program
3.2 Determine methods for matching High School Aides with Teacher
3.3 Develop trial placement procedures
3.4 Establish criteria for final placement
4.0
gulations
cedure
ments
4.1 Plan aide orientation to program
4.2 Identify program responsibilities
4.3 Identify performance requirements
5.0 Determine criteria for acceptance of aides into the program
5.1 Develop trial placement procedures
5.2 Determine standards for success/failure
5.3 Develop permanent placement procedures
6.0 Design inservice program
6.1 Identify inservice needs
6.2 State objectives
6.3 Identify inservice personnel
6.4 Develop inservice procedures
6.5 Determine physical arrangements
7.0 Develop evaluation plan
7.1 Develop product evaluation (aides)
7.2 Develop process evaluation
7.1.1 Identify growth at MH school
7.1.2 Identify growth at high school
7.1.3 Develop procedures for follow-up of aides after graduation
7.2.1 Determine methods for assessing procedures (1.0 - 8.0)
8.0 Determine methods for analyzing and interpreting findings in relation to total program evaluation
8.1 Identify unique contributions
8.2 Assess acceptance by all other personnel
8.0 - 1.0

EVALUATION

Introduction

Why evaluate? Aside from the evaluation usually required of specially funded programs, why would any staff want to invest the time and effort involved in a formal program evaluation? First of all it should be realized that the decision is not whether to evaluate but rather to determine the nature of the evaluation that will occur. Informal evaluation is involved in any program, with judgements made regarding the appropriateness and effectiveness of the teaching-learning processes, methods and media, facilities, materials, organization and administration of the program. These are the implicit evaluations that are part of all behavior. The major difficulty with this form of evaluation is that it is usually made from different points of view with different criteria and based upon different types of data gathered in a variety of ways. It is readily seen therefore that consensus regarding the results of such evaluations is extremely difficult to obtain. A formal evaluation, by contrast, involves making the implicit explicit.

Basic Principles and Practices in Program Evaluation

The following describes some basic principles and practices necessary for an organized and systematic evaluation.

The five basic steps in the evaluation process are:

1. The development of goals and objectives. These represent statements of what the program plans to accomplish.

2. The definition of objectives in terms of observable and measurable behaviors.

3. The identification and description of experiences or means for achieving the objectives (how the objectives will be further developed or attained).

4. The selection or development of procedures for gathering data to appraise the attainment of the objectives (methods of gathering and measuring samples of behavior).

5. The summarization and interpretation of the data (the analysis of data gathered).

Characteristics

In the implementation of the above described processes of evaluation there are several characteristics of effective evaluation which should be considered. These are as follows:

1. Persons involved in the evaluation participate in the development of the objectives and processes of evaluation.

2. The process of evaluation is built in as a basic and continuous part of the educational program. The evaluation process provides definition, systems for checking on the procedures, and a planned means of gathering data concerning the progress of the program.

3. The ultimate goal of the educational evaluation is a comprehensive evaluation of all aspects or objectives of the educational program. All objectives of the educational program cannot be evaluated by gathering data regarding a few of the objectives, e.g., the evaluation of reading does not evaluate social responsibility.

4. The evaluation program clearly describes the techniques of assessment used for gathering data concerning each of the objectives of the educational program.

5. The behaviors or conditions selected as measurable reflections of the attainment of the defined objectives are continuously appraised as to whether they really represent attainment of the objectives.

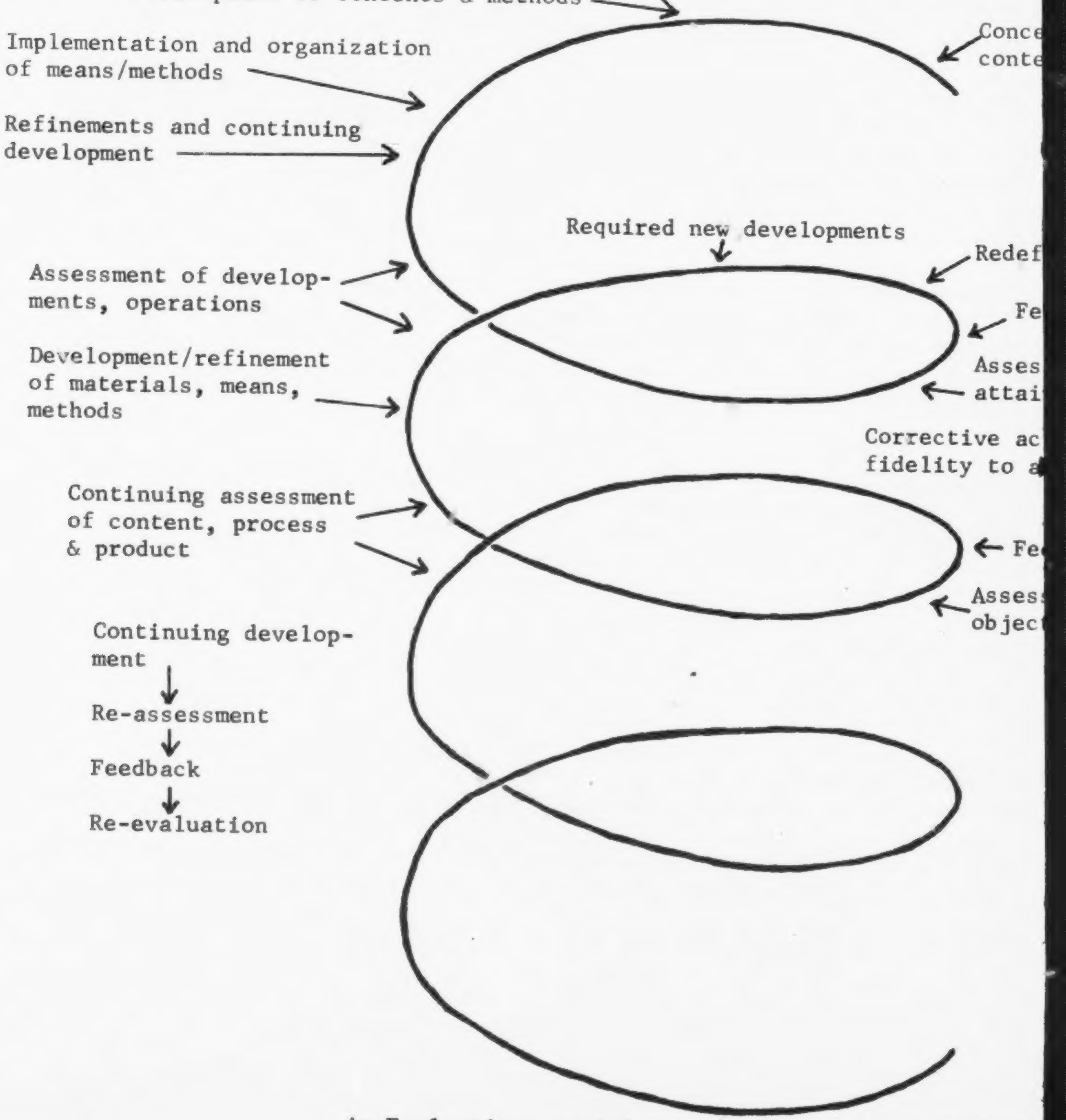
6. Assessment data for the evaluation are gathered and summarized in a manner which is understood and therefore interpretable by those involved in the process. Evaluative data are descriptive as well as quantitative.

The Evaluation Process

Evaluation misused may indeed have a deadening effect on innovation if it is a mechanical, parsimonious and single shot affair. The evaluation process must be perceived by all as a continuing process which becomes more relevant, reliable and effective as it accompanies developments. This process then becomes one of defining, establishing situations, selecting experiences, gathering data, and noting the imperfection of each permitting one to spiral back to a clearer definition or re-definition, situational construction experience modifications and new data-gathering, etc. The cyclical process of evaluation envisaged is best described in the model presented by J. Richard Harsh, Educational Testing Service, Los Angeles.

EVALUATION--A SERVICE FOR PLANNING AND DEVELOPMENT

(Evaluation of Innovation or Program Development)


Development of contents & methods
Implementation and organization of means/methods
Refinements and continuing development
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Required new developments
Assessment of developments, operations
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Development/refinement of materials, means, methods
Corrective ac fidelity to a
Continuing assessment of content, process & product
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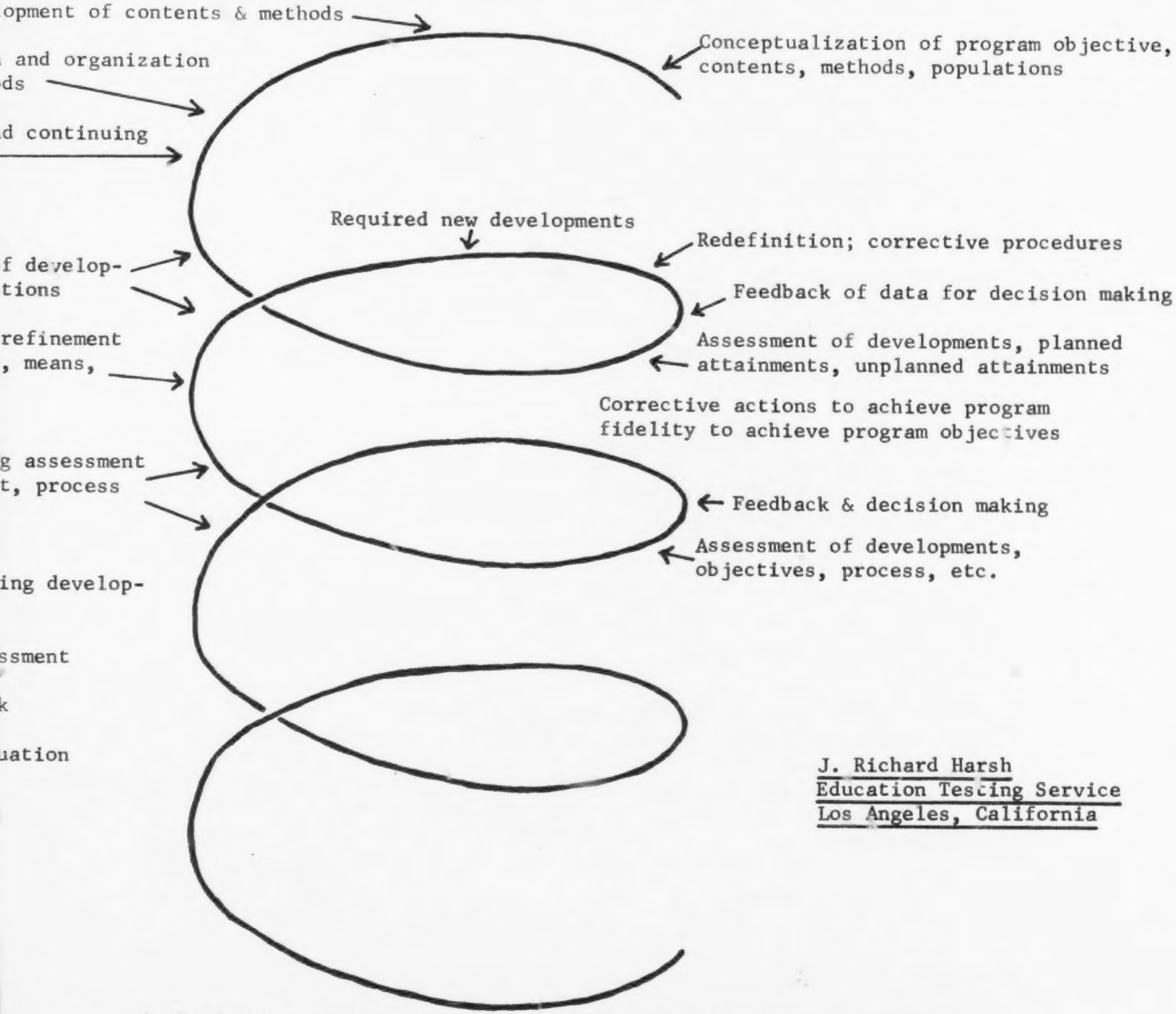
Continuing development
Re-assessment
Feedback
Re-evaluation

An Evaluation--revision cyclical model; an engineer
approach with self-corrective mechanisms to reach the oper

EVALUATION--A SERVICE FOR PLANNING AND DEVELOPMENT

(Evaluation of Innovation or Program Development)


opment of contents & methods
and organization
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Conceptualization of program objective, contents, methods, populations
Required new developments
f develop-
tions
Redefinition; corrective procedures
Feedback of data for decision making
refinement
, means,
Assessment of developments, planned attainments, unplanned attainments
Corrective actions to achieve program fidelity to achieve program objectives
g assessment
t, process
Feedback & decision making
Assessment of developments, objectives, process, etc.
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ssment
k
uation

J. Richard Harsh
Education Testing Service
Los Angeles, California

An Evaluation--revision cyclical model; an engineering or programmatic approach with self-corrective mechanisms to reach the operational objectives.

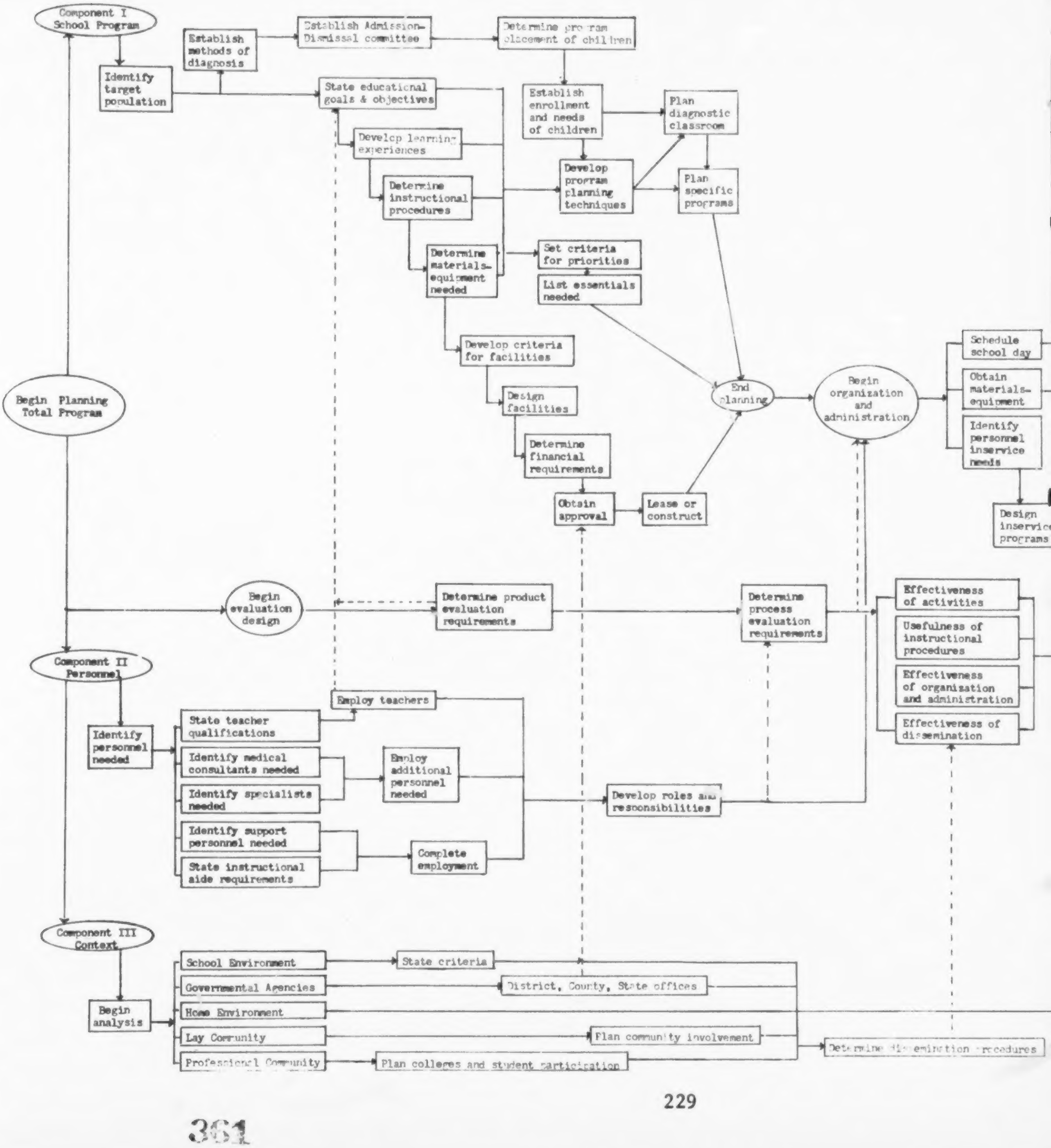
Summary

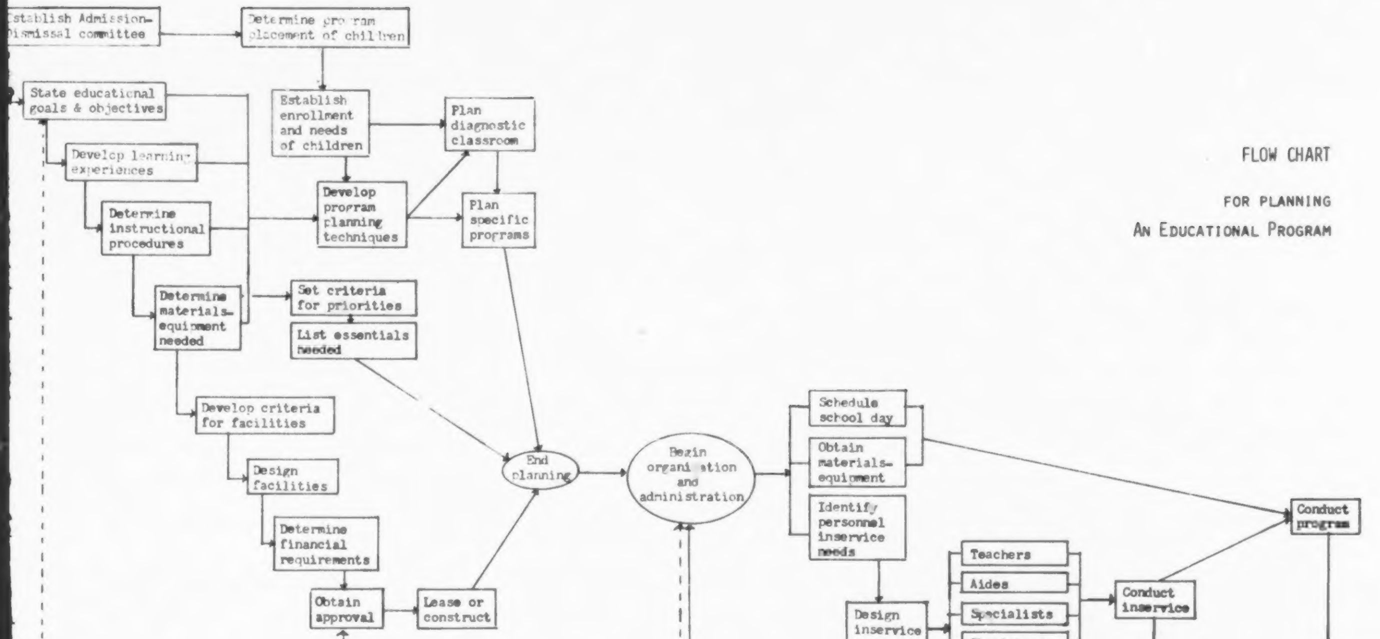
Traditional evaluation, of the summative type, has been concerned with fixed predetermined goals, objectives, and means of accomplishing the desired outcomes. The emphasis has been on adequate and explicit definition of the desired outcomes, the context or situation in which the production or change is to occur, the selection or development of appropriate assessments of the desired outcomes and the summarization and analysis of the data collected.

Evaluation for planning or development emphasizes additional purposes and services. The term "formative evaluation" suggests that the evaluation services are to be engaged with every aspect of planning and development so that reliable and valid information concerning each aspect may be continuously or periodically available to monitor what has developed and provide information for decisions for "enroute" corrections or modification of the developments.

In contrast to summative evaluation where no changes in definition of objectives or methods or assessments are appropriate, formative evaluation (if it is to be a service to development) is designed to monitor the changes that occur in development. As the data are fed back to the planners and developers and new objectives are stated or methods are used, the assessments and data gathering procedures will be modified to monitor accurately the developments from that point forward. This is not to suggest that no mission or program objective exists, for an additional purpose of formative evaluation is to provide evidence of whether developments are "on course" to provide a solution for the need of program development which was initially identified.

To reiterate what was said at the outset of the discussion on evaluation, the question is not whether an evaluation is to be made but rather by whom, by what means, and for what purpose will the evaluation be conducted. Limited value is to be gained from an evaluation conducted as a mere ritual or routine, with no expectation or plan for use of the results. It becomes imperative therefore that evaluation is viewed as integrally related to the decisions that need to be made for the allocation of funds resources or program modifications.


Component I School Program
Identify target population
Establish methods of diagnosis
Establish Admission-Dismissal committee
Determine program placement of children
State educational goals & objectives
Establish enrollment and needs of children
Plan diagnostic classroom
Develop learning experiences
Determine instructional procedures
Develop program planning techniques
Plan specific programs
Determine materials-equipment needed
Set criteria for priorities
List essentials needed
Develop criteria for facilities
Design facilities
Determine financial requirements
Obtain approval
Lease or construct
End planning
Begin organization and administration
Schedule school day
Obtain materials-equipment
Identify personnel inservice needs
Design inservice programs
Begin Planning Total Program
Begin evaluation design
Determine product evaluation requirements
Determine process evaluation requirements
Effectiveness of activities
Usefulness of instructional procedures
Effectiveness of organization and administration
Effectiveness of dissemination
Component II Personnel
Identify personnel needed
Employ teachers
State teacher qualifications
Identify medical consultants needed
Identify specialists needed
Employ additional personnel needed
Develop roles and responsibilities
Identify support personnel needed
State instructional aide requirements
Complete employment
Component III Context
Begin analysis
School Environment
State criteria
Governmental Agencies
District, County, State offices
Home Environment
Lay Community
Plan community involvement
Professional Community
Plan colleges and student participation
Determine dissemination procedures



Establish Admission-Dismissal committee
Determine program placement of children
State educational goals & objectives
Establish enrollment and needs of children
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Develop criteria for facilities
Design facilities
Determine financial requirements
Obtain approval
Lease or construct
End planning
Begin organization and administration
Schedule school day
Obtain materials-equipment
Identify personnel inservice needs
Design inservice programs
Teachers
Aides
Specialists
Physicians
Parents
Conduct inservice
Conduct program
Evaluate
Evaluate
Analyze-interpret findings
Determine product evaluation requirements
Determine process evaluation requirements
Effectiveness of activities
Usefulness of instructional procedures
Effectiveness of organization and administration
Effectiveness of dissemination
Set time schedule for evaluation
Complete evaluation
Begin feedback for revision of total program
Employ teachers
Employ additional personnel needed
Complete employment
Develop roles and responsibilities
State criteria
District, County, State offices
Plan community involvement
Determine dissemination procedures
Plan colleges and student participation

FLOW CHART

FOR PLANNING

AN EDUCATIONAL PROGRAM

For further information contact:

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East San Gabriel School for Multi-Handicapped Children
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Los Angeles, California 90006